International Association of School Librarianship

1983

ANNUAL CONFERENCE

PROCEEDINGS.

BAD SEGEBERG, W. GERMANY

AUGUST 10 – AUGUST 15, 1983

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

12th ANNUAL CONFERENCE

PROCEEDINGS 1983

SCHOOL LIBRARY: CENTRE OF COMMUNICATION

IASL CONFERENCE, AUGUST 10-15, 1983

INTERMAR HOTEL, BAD SEGEBERG, WEST-GERMANY

P R E F A C E

Assembling and editing the proceedings
of any conference always poses problems
and takes more time than expected.
The IASL CONFERENCE PROCEEDINGS 1983
are not complete :
unfortunately, one of the most interesting
presentations - the keynote speech of Leslie
F. Ryder - was not received in due time,
and is still not available for publication.

Anke Matthies
February 1984

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OPENING CEREMONY

The 12th Annual IASL Conference 1983 was called to order on
Thursday, August 11th, 1983, in the conference room of the
Intermar Hotel in Bad Segeberg, West-Germany by the Conference
Chairperson Anke Matthies.

Mrs. President, Herr Minister, Herr Landrat, Herr Bürger-
meister, honoured guests, dear friends and colleagues from
so many countries: - Willkommen in Bad Segeberg! -

It's my honour and a great pleasure to give a warm welcome
to all of you. This week will bring 150 delegates from
23 nations together at a conference which I hope will have
an interesting and inspiring programme.

Our speakers come from 11 different countries, all of them
are very capable in their field and they stand for a large
variety of topics and ideas.

As communication is the general theme of this conference,
I seincerely hope, that the beautiful setting of this con-
ference hotel will help us all to practise personal commu-
nication, which is always a very important part of every
conference.

As chairperson for the conference, I am pleased to record
my thanks for the support and assistance given to me by my
colleagues in Norderstedt and on the programme committee,
and on their behalf offer grateful thanks to the various
sponsors who have made this conference possible.

Now it is up to all of us to use the great international
context of this 12th Annual IASL conference not only for
personal interaction and the presentation and discussion
of professional concerns but also for promoting school
library development.

There are affiliated and co-operating organizations,there
are partners and sponsors who are taking great interest in
our work - the many greetings and good wishes we did re-
ceive for this conference make it very clear, that the impor-
tance of school libraries and their services has been
acknowledged, and so we have found sponsors to support our
efforts.

I am pleased, to present to you greetings from the Inter-
national Federation of Library Associations, who named
Prof.Birgit Dankert as the official IFLA representative
at our conference.

The World Confederation of Organizations of the Teaching
Profession also sends good wishes.

So does Kenneth Roberts, Chief of the Section of Training
of Specialists and Users Division of the General Informa-
tion Programme of UNSECO.

Our many German Library and Librarian's Associations,
teacher's unions, like the GEW and DAG, and the ministers
for education and cultural affairs in the Federal Republic
of Germany - all represented at this conference - welcome
the IASL board of directors, the speakers and all delegates.

Having received so many greetings and good wishes, should
help us to make this a worthwhile conference, and to conti-
nue in our work which certainly needs some encouraging and
even praising once in a while.

Thank you all for having come to Bad Segeberg !

May I now ask the IASL President, Mrs.Amy Robertson to
speak to you.

Madame Conference Chairperson, Dr.Bendixen, Minister for
Cultural Affairs and Education, Officials of Bad Segeberg,
Colleagues and Friends of IASL.

I wish to endorse all the remarks made by Anke this morning
about our 12th Annual Conference. Some of you may not know,
that we have already met in Germany once in 1975, when WCOTP
our parent organization met in that great city, and here we
have many of our friends who made the Berlin conference very
lively, and I mention particularly some of our Swedisch and
Danish friends. We will present all the continents of the
world. We come from many countries in various stages of de-
velopment, but I think as persons involved in education, we
are all very concerned about the quality of education which
we are offering to our young people around the world; and
that is why every year our delegates travel across the world,
neglecting their families perhaps, to come and meet in this
congress so as to share the views and to once again try to
achieve the objectives of the inernational association of
school librarianship.
We are extremely proud that a small organization without
money has managed to maintain itself, and to have some pull
around the world.
We are extremely grateful always for the support of the host
country, and I think now that you are here, and you see the
hospitality of the German people, the great work Anke and her
committee have put in to make us welcome in this very gracious
city, I think we cannot but achieve very great things.
As you know both, delegates and the host country, we hope will
benefit in one way or the other according to the stage of
development.

For example: when we met in Nigeria in 1977, the School
Librarianship Association of Nigeria was formed as a direct
result, and we hope that that kind of benefit will approve
from time to time.
There will be many more announcements and times to talk
to you, but I want on your behalf to thank very sincerely
all our officials and arrangers for bringing us so far. We
are certain, that no one will leave here after these five
days without imbibing some of the tranquility, the beauty,
the vigor and the learning that we accord to our hosts, and
so I thank you, and hope to return to you later on this
morning.

The chairperson thanked Amy Robertson, and then said that
she had the pleasure to present Dr.Peter Bendixen, Minister
for Cultural Affairs and Education in the Federal State of
Schleswig-Holstein, who was asked to officially open the
conference:

On behalf of the Government of Schleswig-Holstein, I am very
happy to bid you all a hearty welcome here in Bad Segeberg. I
am convinced that in our country you will find people and
surroundings to your assistance and to your taste. May the
spirit of this town, of other cities and towns you will visit,
of your hosts and specially of the conference itself contribute
towards successful proceedings.

You can be certain that we in Schleswig-Holstein, and before
all those concerned with educational affairs will be most
attentive towards the results of your discussions.
Your suggestions will be regarded with great interest - also
with the view of sharing and introducing them into your work.
You, we are indeed dealing with one of the most important
facets of cultural endeavours: the matter of written and
printed texts. We shall have to find an answer to the questions
what role the written word and the book will play in the light
of recent developments of communication media, what part they
still will have in the educational process, what their importance
will be compared with other education, leisure or communication
media.

With all this in mind - and by no means wishing to intrude into
your discussions - allow me to express what might be a key-note:
READING, in its original meaning always was and will be an
essential part of education. By this is meant, reading as true,
critical and constructive participation in thoughts and per-
ceptions of other people.
These may have lived before us, they may now or in future shape
destinies of mankind - we share their ideas because they want us
to exchange views and knowledge. In order to be able to do such
reading one needs to concentrate, to learn and to find leisure.
Then one can call all the more share in what others have thought
and wish to convey to him.

It is thus obvious that the knowledge of mankind cannot be developed or passed onto next generations other than by the written or printed word. That is why READING - EDUCATION is a vital part of school education in general.

Learning to read still stands at the beginning of a systematic school career. Advanced reading-education is an integral element of the complete educational process. It is also part of one's life-long learning. The importance of reading, of dealing with written or printed texts, of being enabled to read systematically and leisurely can hardly be over-estimated. Libraries and school librarians and teachers gain their significance from this perception - and they also profit by it.

The existance of well equipped school libraries will of course be most favourable. On itself this is, however, no guarantee that our children and students turn into laborious readers. Before all the teacher is needed who awakens in the students an eagerness to read, who enables them to deal with written and printed words with growing efficiency, and who guides them in their approach to texts of all sorts.

From the beginning of school education onwards, teachers rely on written or printed texts to a great extent.
As the students develop intellectually, and as education grows more differentiated and specialised in its demands, also the demands on reading matter change. Not only must a greater variety be at the disposal of the student, it must serve the most different requirements too.

There should be books with exercises for single study or for home-work; students must be in the position to clarify certain questions by looking-up books; students should have learnt how to use books for summaries, notes, manuscripts, essays: books are necessary for preparing papers or coming topics; students should be enabled to view at life through the work of poets, authors, writers.

So much more can be said; the list can easily be lengthened, enumarating situations, where books and all kinds of written and printed texts enable people to participate in what others think, feel and experience. This indeed can be most valuable guidance for one's own judgement or action.

As has been mentioned before, school libraries must be well equipped in order to fulfil their functions regarding the students. Books should be collected for various demands, they should be administered and lent out to students on request.

Stressing the importance of school libraries in our country the curriculum for primary schools in Schleswig-Holstein for instance emphasizes that school libraries are pre-requisites for communication in media centres. They should include books on subject matter as well as bellettres.
Teachers and school librarian should aquire and provide media guide teachers, and keep up close relationships with the local library.

Close co-operation between school and public libraries is of growing importance. Some examples of it, you may well find in our country when visiting the Institute for Practice and Theory of Schools, and also one or two school libraries in Kiel. Other libraries are busy to establish such co-operation.

Referring to the role of the teacher, it may interest you to learn that we intend to put special emphasis on reading-education and on school libraries in the programme of in-service training for our teachers from next year onwards.

Much more could be added to the accord that exists between all of us here - in our schools, in universities or various departments, about the vital importance of books, texts, written or printed media in teaching, in education, in our every day lives. May we advance accomplishing our aims step by step. May this annual conference contribute towards the realization of our endeavours.
May you all enjoy interesting and fruitful as well as happy days here in Schleswig-Holstein and in Germany.

Greetings from Landrat Graf Schwerin von Krosigk representing the county of Segeberg.

Mrs. President, Herr Minister, Ladies and Gentlemen.

My attempt last night to welcome you was rather ineffective, because I was not prepared to do it in English. Unfortunately, I am quite unable to improvise in languages. That is why I wish to make up for it this morning, and welcome you very warmly in this our Kreis Segeberg.

Perhaps, I'd better try to give you an idea what Kreis Segeberg actually means.

It is an area of some 1,300 qkm with about 210,000 inhabitants, who live in a number of small cities, and about 100 villages. The Kreis is situated between the cities of Hamburg, Lübeck and Neumünster. As Landrat, I am the Chief of the Administration of the Kreis which is concerned with public affairs of all kinds. That involves my responsibility for schools in the Kreis area, and that again means all those school libraries which, however, are not so far quite as big and quite as good as we like them to be.

For the last tens of years, it has been our concern to set-up a network of public libraries in this Kreis, and in some ways the school libraries were neglected, a little at any rate. It is something to be improved in the future. The task is important we need good librarians, but what we need most in this moment is money, and a careful hand to spend it.

Because there is so much we want to do in this respect, we are most interested in experiences which have been made in other countries. That is why we watch the efforts of the IASL with attention.

It is a great pleasure to me, that you are having your conference in Schleswig-Holstein this year, and in this very Kreis.

I do hope you will enjoy your time here.

May I wish you all a good time at Bad Segeberg, and success at your work.

Greetings from Uwe Menke, Mayor of the City of Bad Segeberg.

The speaker gave a warm welcome as well as interesting information about Bad Segeberg.

SCHOOL LIBRARIES IN THE FEDERAL REPUBLIC OF GERMANY

Andreas Papendieck, Stuttgart and Niels Hoebbel, Berlin.

I imagine you have come to Germany full of expectations,
wondering like a child before Christmas: "What surprises
will there be? " What school library models have evolved
in the Federal Republic? What new ideas will we be able to
take home with us for our own work?"

Giving you satisfactory and accurate answers in the course
of this conference will be no easy task. Even an attentive
observer is confronted with a diverse, and, at times,con-
fusing landscape of forms, contents and aims. Insiders too have
a hard time ordering and categorizing the diversity into a
comprehensible overall picture.

This picture is non-uniform because there are very large
and small, well-stocked and very meagerly equipped, well-
staffed and practically unstaffed school libraries.
The terminology is as colourful as a springtime meadow:
there are school libraries, pupil`s libraries, high
school libraries, teacher`s libraries, multi-media
centres, information centres, and what have you.
What makes an orientation even more difficult, are the
different conceptional aims on which work concerning
school libraries in the Federal Republic is based. In
order to understand this diversity, it is necessary to
look at the historical background of German school
libraries.

It is remarkable that the thought of establishing school
libraries to reinforce lessons emerged as early as the
beginning of the 19th century. The underlying idea, in
accordance with the spirit of classical German literature
of the day, was to mediate a visual element by means of
books and illustrative material --- to the extent that
they were already available. Educationalists spoke about
"visualisation", meaning the efforts of teachers to ex-
plain abstract ideas or basic phenomena of life in such
a graphic way, that pupils could realistically imagine them.
This educational point of departure could indeed have pro-
vided a solid basis for school library didactics.

If this didactic approach had prevailed, we could have
saved ourselves the trouble of attempting to get a general
view of the great variety of models and conceptions.
However, as early as around 1860/70, this approach was
rejected. The idea then was to introduce separate librar-
ies for teachers and pupils to replace general school
libraries.

This division into libraries for teachers and one for pupils,
is still prevalent in the Federal Republic of the present day.
This has complicated the evolution of school library didactics
enormously. The library for pupils, according to the relative
importance attached to it by schools, vacillated between being
a lending-library for children's literature and being a source
of reinforcement for the lesson plan.

Moreover, at the beginning of the century a strong commitment
to educational aims, such as loyalty to the State, cleanliness
and orderliness, led to one-sidedness regarding the contents
of school libraries.

A relic from this phase up to the present day, is the tendency
shown by many teachers to have a small, carefully selected stock
of books to aid them in the moral guidance of their pupils. Of
course one cannot object to this on principle. However, the
exclusiveness with which this conception is still often advocated
renders school library work more difficult today.

Let us take one more look at history.
Another development started in the twenties when schools and
Community Libraries (Volksbibliotheken) started working together
more closely. For schools, this meant the beginning of a working
relationship that has continued to our day: in the Federal
Republic of the present day it is the public library that determi-
nes the appearance, form and contents of the school library.
However, with the rise of National Socialism, this co-operation
ceased, and was only resumed after 1970.

This contact between libraries and schools was characterized by
hesitation and numerous prejudices. Nevertheless, when establish-
ing school libraries after the War, schools made extensive use of
the experience gained by public libraries.
In many cases an effective co-operation ensued. How did this come
about ? The world-wide discussion about educational and school
reforms did not stop outside the doors of German ministries and
schools.
An industrialized society, on which economic prospects had had dynamic
effects, was still confronted with the constraints of a school
system geared to the social class structure of the 19th century,
instead of that of an industrialized 20th century society. The
education of candidates for school leaving examinations, as well
as that of students, in the Federal Republic during the 60's,
ranked lowest relative to all comparable industrialized countries,
as far as the quantity of education was concerned.

Since social mobility and further economic efficiency could
be furthered in a limited way only by the traditional three-
tier school system, educational reforms became inevitable.
So the politico-educational idea of the integrated comprehen-
sive school could, among other things, slowly gained ground in
the Federal Republic.

This much simplified sketch may help to give you an overview
of the German educational system. All children start primary
school at the age of six. After four years, or after another
two year junior school, the educational future of the pupils
is decided: around 40% of all pupils of a year`s class complete
their general education at intermediate school (Hauptschule),
more than a quarter of the pupils go to modern secondary school
(Realschule), and take their´0` level examinations (Mittlere
Reife); a slightly smaller number attends grammar school up to
the 10th class or after completing their ´A` level examinations.

Hardly 4% of all pupils attend a comprehensive school which is
linked to primary school and which goes up to the 10th class.
Only at this point is it decided which school leaving examina -
tions a pupil is to take -- quite contrary to the situation in
the other three types of schools.

The integrated comprehensive school was, and still is very
controversial amongst politicians, teachers and parents.
Therefore, the comprehensive school system developed very
differently in the various states of the Federal Republic.
Roughly speaking, this new, fourth type of school, was
considerably furthered in the Social Democratically (S.P.D.)
governed Federal states: Berlin, Hamburg, Bremen, North-
Rhine Westphalia, Hesse and Lower Saxony --- whereas in the
Christian Democratically (C.D.U.) governed Federal states:
Rhenish Palatinate, Sleswig-Holstein, Bavaria and Baden-
Wurttemberg, it can only be found sporadically.

In the seventies, the comprehensive school was the type of
school that was, to a certain extent, permitted a free hand,
educationally speaking. Ideas such as working independently,
pupil-oriented learning, project work or social learning could
more easily be realized here as general educational principles
than in traditional schools.

What could be more sensible than to support this didactic re-
orientation by setting up school libraries? This task appealed
to the public libraries and they needed no encouragement, in
fact they nonchalantly shouldered their way into this field.
Consequently, they had a big say in matters regarding contents,
methods, equipment, size and stocks of school libraries. This
process led to a new type, the so-called combined library.

This type was just about tailor-made for the comprehensive schools, especially because these schools were generally built in new areas on the outskirts of towns, where library facilities were not yet available.

To summarize: when we talk about school libraries in the Federal Republic, the type of library to bear in mind, is a hybrid between a public and a school library, housed in a large, newly constructed school complex.

The important question arises: did the public librarians have an acceptable conception regarding contents on the basis of which they could assimilate new educational aims? Indeed, a few terms such as teach and learn centre, school media centre and communication centre, were soon coined, but the libraries did not succeed in their practical application. This should actually have been part of the curriculum discussion which was taking place everywhere. However, the enormous efforts concerning the outward school reforms were made at the cost of internal ones --- likewise in the field of school libraries.

Theoreticans frequently demanded the integration of manifold teaching materials into the learning process. In practice, however, this demand could only be realized partially. So the conception which provided the pedagogical guidelines of the time proved to be too short winded, indeed, it had been based upon a single method: the independent, responsible pupil whom the teacher as mentor helps occassionally.

This objective was indeed not fundamentally wrong but it was over-orientated to work patterns at grammar school (senior level), and did not sufficiently consider the different and engrained learning procedure typical of the junior classes. Notwithstanding, this conception dove-tailed excellently with the intentions of the librarians, as it enabled them to place the aspect specifically related to libraries into the foreground --- that is, a differentiated enlargement of stocks.

This view also influenced the external construction of school-libraries. We are indebted to this conception for a number of splendid, large school libraries which simultaneously serve as public libraries.

Before showing you some slides, I would like to show you a graph of the most important types of school libraries which have evolved in the Federal Republic.

The most common type --- to be found primarily in the new buildings of the comprehensive schools and school centres --- is the combined library. The public library network of a town incorporates not only a number of branch libraries but also a combination of branch libraries and school libraries.

In smaller communities this type simultaneously functions as
the main library. This combined type cannot exclusively be
found in the Federal Republic. In the past other countries
had positive but also negative experience with it. I therefore
don't have to go into detail. Maybe just one point of interest.
In the Federal Republic the single-room combined library
prevails. The school library section is not spatially separate
from the general section. Until now experience with this
integrated model has shown that more definite division between
the school and the public sections would have been better in the
majority of cases.

Type 2 is far less common in the Federal Republic.
School Libraries of this kind are in fact also part of the
public library network; however, they are not accessible to the
general public and can therefore fully concentrate on schools.
The great advantage in this case is that they can meet the
wishes of schools more quickly and directly, within a frame-
work of relative independence. The spectrum of practical
solution possibilities, for instance regarding the organiza-
tional merging of town library and school or regarding mixed
forms of financing, is very broad in the case of this kind
of library and can therefore not be fully described here.

Type 3 is an internal school library and does not belong to
the public library system. It can therefore focus fully on
the needs of schools. In the long run, such a library is only
viable if the following pre-requisites are fulfilled: a fully
employed professional staff, sufficient financing and a com-
mitted teaching staff. These three factors, however, seldom
coincide. In this case (i.e. type 3), the metamorphosis of
a school library into a school multi-media centre has a better
chance. There are neither any organizational or financial
problems with other institutions, nor any overlapping of
competence.

(Slide and Sound Show)

Now you may ask yourself: what could have caused this confus-
ingly broad spectrum of school libraries.
Of course there is no single explanation for this, on the
contrary, there was a multitude of factors, which in addition,
each region weighed differently. In many cases, personal
initiative taken by individuals, such as local government,
politicians, librarians or teachers, contributed considerably
to the establishment of school libraries. Once the idea had
been sparked, the interest of the competent school or other
body in question had to be aroused --- which turned out to be
a process of varying success. The new idea caught on in big
cities and small rural communities; consequently, school
libraries were built with enthusiasm and considerable financial
means.

In order to secure the long-term future of this develop-
ment, several city libraries created special jobs related to
the setting up of school libraries, in the so-called School
Library Departments.

This graph shows those regions which have a relatively high
number of school libraries: the city states of Berlin and
Bremen, the Rhine-Ruhr area, Frankfurt and surrounding area,
the Rhine area southwards, the Stuttgart region, as well as
South Eastern Bavaria.
School Library Departments exist in, for example:
Bremen, Duisburg, Cologne, Frankfurt, Mannheim and Nuremburg.

Numerous other cities and rural communities, on the other hand,
were rather unmotivated and very hesitant to establish school
libraries, some did not set up any at all. Generally speaking,
it was not so much the school that wanted school libraries,
but rather the public libraries that were keen on working in
this field and tried to find schools that were interested.

The involvement of the individual federal states concerning
the setting-up of school libraries varied greatly. There were
some statements from the ministeries about the importance of
a library for a modern school. Occassionally, recommendations
for the building of school libraries were drafted by the state.
School libraries in newly built areas were often co-financed
by the state. The federal states, however, were very reserved
about binding themselves to establishing libraries in schools.
Their reserve was also apparent concerning the importance of
school libraries to curricula. The school library was and still
is a voluntary service performed by --- in most cases --- local
government sponsors of schools.

After this brief outline of the development of school libraries
up to now, I would like to give you an interim statement.
All types of school libraries in the Federal Republic have bright
and dark sides. In as much as they are affiliated to public
libraries, the organizational problem has been solved, co-
operation with schools is of varying degree, and very dependent
upon individual staff-members. In the case of independent school
libraries, the main difficulty is the question of staff. To add
a footnote: in the Federal Republic, there is no appropriate
course of study tailored for school librarians, there in the
field of library science or pedagogy --- with the exception
of the Technical College of Library Science in Stuttgart. The
school librarian is therefore someone who works in a school
library, irrespective of his or her background.

As a result, this work is done by trained librarians or teachers,
or some other assistants who do this in addition to their other
work.

Since the educational effectiveness of a school library de-
pends to a great extent on its fully qualified staff, it is
of vital importance for the future, to determine when and in
what way this pressing question will be solved in general.
In addition to the close organizational links between school
libraries and public libraries, further typical features of
the evolution of school libraries can be distinguished:

--- Specifications concerning the size of a school
    library are occassionally submitted; they are,
    however, non-uniform and hardly comparable.

--- The division between teachers` libraries and
    pupils`libraries is still common.

--- There is no uniform systematology for school libraries.
    That of the public library is often adopted.

--- A school library`s stock of books is frequently
    fashioned after that of a public library.

--- Specific literature for school libraries is
    available only to a limited extent. Therefore,
    more importance is attached to having a differentiated
    stock of books than to having sets of certain books.

--- Book stocks and audio-visual media still constitute
    two separate sections in most schools.

Let us now turn to the educational side of school library use.

School libraries in Germany, like everywhere else in the
world, should be places which offer a multitude of perspectives
on a subject, by means of the variety of available materials.
By becoming aquainted with different points of view, the pupils
should be stimulated to differentiate and to evaluate. In this
way, their power of judgement should be improved and trained.

Likewise, school libraries should also be places where an
educational process takes place when a multitude of impressions,
experiences and knowledge is consolidated into a whole, and
then through reflection is mentally digested and subsequently
acquired.

The school library in this process is simultaneously a source
of material and a workshop. It provides material of varying
quality and in different forms of meditation, e.g. printed,
visual, auditive or audio-visual material. The pupil gets
stimuli in the library which he indepently supplements, checks
and improves.He or she tackles a problem by becoming acquainted
with the material on it in a multitude of ways.

School libraries are also places where lessons, by means of a plurality of methods can be conducted with a great deal of variety. Not only the diversity of material is decisive in terms of the educational and learning process. The method of learning is of equal importance. Indeed, the teacher's lecture, group discussion and group work of the pupils working with books and technical aids, can also take place in a classroom but how much more eventful, exciting and motivating,all this is in a school library!

It must, however, be noted that only very few libraries in the Federal Republic meet the necessary requirements to work with pupils as outlined above. In addition, the essential didactic conceptions for the use of multi-media material are lacking.

In those libraries, however, in which these questions have been solved satisfactorily, outstanding results have been achieved, this proves that the quality of learning can be considerably improved, providing the material is used correctly. Such successful examples makes one hopeful about the future development in the Federal Republic.

Let me briefly describe one example concerning a grammar school in Simmern.

Pupils from the 9th and 10th classes worked on an interdisciplinary project 'mines and iron-works in the vicinity of Simmern during the 19th and 20th centuries: The pupils had to collect and graphically depict a piece of economic and social history of their home-town. The pupils developed numerous ideas of their own for planning and carrying out the project, for the working method and for presenting their findings in an exhibition.

The school multi-media centre played a central part in the project work. Not only in obtaining information and evaluating it in all phases of the project, not only in providing the required audio-visual hardware and in assisting with the search for archives documents, but also in preparing all kinds of material for the exhibition. The school multi-media centre became the 'central base of operation'.

The project work clearly showed that the pupils, on the strength of their own experience, were able to develop new, creative solutions to special media problems, and to plan a supplementary use of media in a didactically skilful way. Within the context of the project one group of pupils worked on the subject: the mining and transporting of iron-ore in an iron-pit around 1920.

In order to depict these processes of 60 years ago in a vivid way to the people who came to see the exhibition, the group of pupils prepared a special event: showing a video film of an interview as an introduction to the subject.

In this interview, the pupils questioned four former miners about their work of transporting ore. In order to explain some of the work processes more thoroughly, the pupils showed a sketch of the whole rail network of the mine railway by means of an overhead projector. Using self-made models of the mine railway, a pupil described and explained the process of transporting iron-ore on the projected rail network.

In order to convey a visual impression of the mine in the twenties, the pupils showed old photographs of the mine using an episcope. The standpoint of the photographer when photographing, and the point of view of the camera were shown on transparencies. Finally, sub-themes were summarized and evaluated by the group of pupils in the form of a lecture.

Visitors to the exhibition therefore received information on the topic in graded form. General facts mixed with personal experience and events in the lives of the interviewed mine-workers served as a lead-in to the subject. Through the use of additional media, a more specialized knowledge was conveyed. This had a supplementary and extending function. It also contributed to a better understanding of special problems. By means of the final lecture, the information and findings on the subject were put into a clearly arranged, systematic context and - from the point of view of the pupils - were put into a historical perspective and evaluated for their social impact.

According to the pupils, they recognized the didactic `limits´ of the various media in the course of their work, and considered which medium could best complement the previous one in contents and method. Conscious use of media therefore, had positive effects on the creativity and imagination of the pupils.

One can report in the same vein about the presentation of other findings of the project, e.g. the design of the information plaques, the statistical graphs or the photographic documentation. Real objects such as mineworkers' tools or products from the foundries were integrated into the presentation of the project findings in a didactically meaningful way. In this way, history became a living experience, or at least, imaginable and consequently, more understandable.

The sucessful exhibition proves that within the framework of the project, the pupils and teachers managed to create an open and creative learning situation for their collective work.

Without the school multi-media centre, the proceedings and findings of the project could not have been realized in this way. The clearly recognizable, high degree of motivation and self-initiative, would also not have been evoked.

An example concerning another school with younger pupils should
likewise be described. Also in this case, a project is involved,
and once again there was a finished product when the work had
been completed.
Whereas it was an exhibition in Simmer, in Pliezhausen -- it was
a book of their own.

The school centre in Pliezhausen --- as you have seen --- has an
excellent school media at its disposal. Last year, during a
´Library Week´, a workshop on writing was held in the school media
centre. Interested pupils were encouraged to write their own
detective stories, which were supposed to be set in the school
media centre. This undertaking met with keen interest on the part
of the pupils. It was not long before the first detective stories
were submitted. They added up to a large number of quite original
stories.

The school librarian suggested making them accessible to a broader
public. So the idea arose to compile and mimeograph a book within
the framework of the project.

Within a few days, this project was carried out in the school
media centre, with ten and eleven year old pupils. Teachers
of the subjects German, Art and Technics participated.

By way of introduction, the pupils saw a film about the technical
production of a book and discussed possible techniques for
producing their own book. The school librarian assisted them by
word and deed, and placed the necessary materials at their
disposal. The next step was reading all the stories. The pupils
then selected a number of the best stories,which were to appear
in the book.

Further preparatory work was done in groups. One group calli-
graphied the stories, another designed and drew illustrations to
the individual stories. Then the title-page was designed, the
imprint made, and the index compiled. A school technician
mimeographed the original copy.

After that the pupils coloured the illustrations and wrote out
the labels for the cover. Parents, who had experience, helped
with the binding of the books. At the end of the project, each
participating pupil could take her or his own book of detective
stories home. Further copies were given to some teachers, the
principal, the librarian and of course the media centre, so that
they could be circulated.

The amazing thing about this project is the self-motivation
developed by the pupils in the course of the whole event.
Probably the prospect of producing a book of their own, played
an important part. But, also the active help on the part of
some of the teachers during the project, contributed greatly
towards keeping interest and motivation alive.

The Pliezhausen project demonstrated that the tasks of a school
multi-media centre do not have to be limited to the more passive
ones of developing and making media available. The media centre
can also initiate activities, and in this way make its own con-
tribution to the educational process of pupils.

These and other sucessful examples do not stem from school multi-
media centres quite by accident. This form of media organization
seems to offer schools a more interesting and versatile scope of
activities than `pure ´ school libraries. In theory, the equality
of printed and audio-visual media is in fact recognized. In pract-
ice, however, this view meets with considerable difficulties of
both a didactic and organizational nature. In order to diminish
the latter, public libraries and regional AV-media centres have
recently taken the initiative in working out a joint recommenda -
tion regarding school multi-media centres.

It says:

--- A comprehensive conception for school multi-media
    centres requires co-ordinated services, which can
    only be rendered by means of a co-operation between
    public libraries and regional AV-media centres. ---

The common task has therefore been formulated, we can now only
await its practical realization.

On one hand, one can telescope the above data into the following
emphatic assertion: there are some exemplary school libraries/
school multi-media centres in Germany, which are of international
standard. Indeed, they are scattered all over the Federal Repub-
lic. These libraries do in fact offer a real alternative to the
teaching methods practised in the classroom.

On the other hand, we have ascertained that most libraries clear-
ly give priority to working with books. A co-ordination with audio-
visual media can only sporadically be found. More frequently, how-
ever, the areas of books and audio-visual media exist side by side.

After this colourful bouquet of West German school library develop-
ment that I handed you with this paper, the question poses itself
to all interested parties: what will the future look like?
We only have a few clues. One thing, however, is very certain:
in practice, the school library still has to be put to a test!
A great deal will depend upon whether in the next few years, it
will be possible to interest teachers in school libraries, and
to prepare them for the task. Much would be gained if the schools
with modern school libraries used these more extensively and more
effectively. This would involve emphazising teachers` training,
and in-service training. Indeed, it must be borne in mind, that
a roll-back movement can at present be observed in the educational
field. Traditonal pedagogical views and modes of teaching are
noticeably gaining ground. This will certainly have an impact on
the further development of school libraries.

If the idea of achievement is becoming more popular, school libraries in the Federal Republic are in for a bad time. Performance must be measureable. Improved modes of working, changed learning behaviour and more open ways of thinking which are concomitant with the school library are, however, incompatible with a performance-oriented, input-output way of thinking. Consistent school library work will only bear fruit in future there is not much interest in it today. Fortunately, librarians don't allow themselves to be used unscrupulously for the purposes of the achievement stress in schools. Happily, in times of financial possibilities and enthusiatic pedagogical experimentation, facilities are created which also in times of slump are not inactive; they could serve as points of orientation, if sufficient interest exists! It cannot be denied that the big budget cuts have already been pre-programmed. The possibilities and probably the willingness of the public libraries have been exhausted. The state refuses to commit itself, the local governments find it too expensive, it is only possible just to maintain what has been achieved: The politico-Educational ground-breaking mood of the seventies is past. A fundamental, fatal cha-racteristics of German school history emerges: the German school, primarily was and is not an educational establish-ment but rather an institution for social mobility or an institution for preserving the social class structure.

Therefore, in this time of tightened belts, the state shows little interest in a continuation of pedagogical innovations.

Money has become scarcer, the time of great solutions, and new buildings is long past. The number of school libraries will probably increase very slowly. Perhaps, however, the budget cuts will also have a beneficial effect. Schools may start contemplating their far from insignificant, heterogeneous media collections.

Doing so, they may recognize the necessity of re-organizing their media, kept in separate sections, and often under lock and key, and making them available to pupils and teachers. In this way, the so-called normal schools would in future de-termine the further development of school libraries.

There is another new point which may be indirectly connected to change economic conditions. It is advantageous to cities to create special departments for school libraries. For a long time, the number of these school library departments linked to town libraries has remained unchanged. Now, towns are again prepared to create such posts (e.g., Aix-la-Chapelle, Berlin, Offenbach, Weinheim). So further urban areas are getting special co-ordinating centres for the further development of school libraries. A continuation of this interest in school library jobs would be most desirable.

The German Library Institute is displaying a small exhibition in the foyer where you can inform yourselves about the various institutes offering special school library services, and which have not all be mentioned by me.

I come from a town in which one of the greatest German philosophers was born; it is often said that he changed the world by his thought: Friedrich Hegel. I don't exactly know if this is true but the wish to change, indeed to improve the world by thoughts, is certainly a typically German phenomenon. Accordingly, many librarians here thought that with the new libraries, the 'new man' would be called into existance -- enlightened, critical, emancipated. Well you can convince yourselves: people have not changed, they are still the same, because they refuse to be manipulated -- not even by libraries --, and this is a good and cheering thing. No saints emerge from school libraries. But school libraries see to it that the art of education does not come to a standstill. One should constantly reflect upon how best to bring up and educate children -- this in itself is very much.

My wish is that it will continue to be the case, and that this conference will also contribute something towards this process or reflection about how in a restless world the individual can be educated in the most honest and effective way for the good of all.

SCHOOL TV PROGRAMMES IN GERMANY

Werner Beitze, NDR Hamburg

I should like to report on the present situation of Educational Television in the Federal Republic of Germany and add a few statements concerning what is likely to happen in this field.

In this report I will neither cover television for preschool children nor closed circuit television.

I should like to concentrate on the following topics:

1. The present situation of television broadcasts to schools

2. Structure of School TV programmes

    - Innovation as central task of School TV

    - The programme of North German School TV (NDR)

    - Multi-Media-System

    - School TV in the process of learning - Technical aspects of the medium

    - learning with the medium

3. Formation of School TV programmes

I should like to present some examples of School TV programmes of the Norddeutscher Rundfunk (Northern Germany Broadcasting Corporation).

1.1 Television Broadcasts to Schools

In hardly any other field of television in West-Germany does the federal structure of this country become as evident as in the field of school television programmes. It is not the Bundesregierung, that's the government of the Federal Republic, which is responsible for educational institutions, particularly schools, but the Ministers of Education of the separate states. That is why in the Federal Republic you won't find only one television programme for schools, but six programmes which differ from each other in many respects. Moreover, each of the six programmes can be seen only in a particular area of West-Germany.

All of them, however, from Berlin to Munich, have three
important aspects in common:

1. The radio and television stations of West-Germany are
   public broadcasting corporations under public law estab-
   lished by the regional state governments. The stations
   are independent of the authorities. They have no possi-
   bility to exert a direct influence on school television
   programmes as far as crucial points, contents and struc-
   ture are concerned.

2. School television endeavours to co-operate with all in-
   stitutions which are responsible for education and with
   groups which are concerned with education in order to pro-
   mote curricular innovations. (Moreover it must provide
   models for a media-orientated model of teaching, and
   must be able to confront the public with the educational
   problems of schools).

3. All network stations in the Federal Republic which pro-
   duce and broadcast TV-programmes for schools make good
   use of the "Kontext-Modell", that`s a particular concept
   of a multi-media model. The programmes of School TV are
   an integrant part of the instruction:neither does tele-
   vision replace the teacher nor should enrichment pro-
   grammes be offered.

1.2 The Present Situation

   Let us have a brief look at the situation in the different
   television stations of the Federal Republic. First of all,
   we must mention that some stations have joined each other
   in order to create and offer a joint programme for several
   states, in Northern Germany, for example, the Norddeut-
   scher Rundfunk, Hamburg (Northern Germany Broadcasting
   Corporation) and Radio Bremen. They offer joint television
   broadcasts for schools to the states of Niedersachsen
   (Lower Saxony), Hamburg, Bremen and Schleswig-Holstein.
   Likewise, in the Southwest of Germany 3 stations have
   agreed to produce a programme for the states of Baden-
   Württemberg, Rheinland-Pfalz and Saarland.

   In addition to these two jointly transmitted programmes,
   there ar four other television programmes for schools in
   the Federal Republic. Each programme is transmitting by
   one station for one state i.e. for Bayern (Bavaria), Hessen
   (Hesse), Nordrhein-Westfalen (Westphalia), Berlin. As the
   area of these states differ very much, the financing of the
   stations differs too, and, as a result, there are consider-
   able differences concerning the form of the programmes.

   The co-operation between stations and Local Education
   Authorities differs in the different states of West-Germany.

2. Structure of School Television in North-Germany

2.1 Innovation as Central Task of School Television

When the conditions for a programme of School TV have
been discussed in 1972, the representatives of the states
insisted that with all due respect to the well tried and
tested forms of instruction, School Television had the
task of providing schools with new impulses. School TV
must itself remain receptive for innovation, attemps and
systematic experiments.

In 1972 each state of the Federal Republic decided to
agree to innovations in the field of the New Maths and
to increase the efforts spent on this subject. These inno-
vations are supported by several television stations which
have produced multi-media-courses in New Maths for pupils
from 10 to 16. The interest in these courses depends main-
ly on the fact that teachers get more and more used to new
ways of teaching which most of them did not practise before.

In the meantime programmes in Mathematics are also pro-
duced for primary schools.

Another example on innovation in the science of Mathematics
is the new topic of Informatic, computer science.
Several fundamental TV-Courses are to meet the needs of
the schools due to lack of enough experienced teachers
in the new field of INFORMATIC.

2.2 The Programme of North German School Television

Other subjects, which are offered in courses by the North
German School Television in this school year are:

- "Work Studies" for the 7th to the 9th school year

- "Training for Citizenship" beginning at the 7th school
  year

- "English", beginning at the 5th school year

- "Natural Sciences" - Biology for all levels, Physics
  and Chemestry for the 5th, 6th and the 7th school
  year

- "Geography"

- Special courses for pupils in primary schools, for example
  instruction in geography,history, nature and folklore
  of one`s native country

- "Art", for example instruction in pictural art, history
  of art and instruction in music

-"Religion"

-"Media Education"

-"Kerb-drill" for all levels, that means traffic
instruction for pedestrians, cyclists and motor-
bikes

-"German for the children of foreigners who work
and live in Germany"

(The last few topics are examples for the innovative
influence of German School TV).

Together with the TV programmes teacher training
courses are broadcasted. They enable teachers to use
School TV in a most effective way. At the same time
introductory programmes inform teachers and parents
about the contents and use of multi-media courses
for different target group.

Teachers themselves have arranged a part of this pro-
gramme and are responsible for it. They give their
colleagues an idea of how to use School TV courses,
based on the experiences they got in daily school
life.

School programmes are broadcasted in the mornings
from 9 to 11.30 a.m. and in the afternoons from
4.30 to 6.00 p.m.

2.3   Characterization of the Multi-Media-System
      "Kontext-Modell"

- The individual elements of a joint media system
  do not only stand loosely side by side, but also
  within a framework of a teaching plan with concrete
  proposals for work with classes, groups or individ-
  ual school-children.

- Elements of these joint media systems are televi-
  sion but also printed matter and language labora-
  tory material. Work sheets or exercise books are
  developed and provided as work material for a lot
  of courses.

- But the most important medium in the classroom and
  for School TV is the teacher. What the teacher can
  expect from School TV is a practical teaching plan
  which he can adapt to this particular teaching
  situation of the moment. School programmes which
  are broadcasted during the afternoons and the prin-
  ted matters enable the teacher to do his preparation.

- The effect of the joint media systems in the school
  is checked after the introductory phase is completed.
  Feedback, revision and actualization are essential
  for future work in School TV.

2.4 School Television in the Process of Learning and
Technical Aspects of the Medium

- School TV is only valuable in special concrete learn-
  ing situations in connection with school, curriculum,
  instruction and learning. The aim is to change the
  behaviour of the pupils or the students in a certain
  way.
  At the same time they are influenced by the medium
  of TV.

- TV conveys audiovisual informations. The impulse of
  the audiovisual medium can complement each other or
  cancel each other out.
  The use of audiovisual media conveys the impression
  of objectivity, but in fact it is very subjective,
  because it`s only possible to show a small part of
  reality.

- The use of video programmes is better than the use
  of direct transmissions, because the hour of trans-
  misssion is no factor. Only then it is possible to
  interrupt the programme, to repeat or to leave out
  a part of the programme.
  The effect is that the individual process of learning
  can be taken into account, and it is not necessary
  to stick to the tempo of the original programme.

2.5 Learning with the Medium of School TV

- School TV is a mass medium, which is public, indirect
  and one-sided. In that there is no possibility for
  immediate feed-back.

- Learning by School TV is a passive learning. There-
  fore it is necessary that the teacher activates the
  pupils to creative actions. Specially for this reason
  the teacher is essential for the learning process.

- It`s up to the teacher to make effective use of the
  medium: It`s his decision in the first place whether
  or not to use a TV programme. It`s his task to aid
  the pupils or the students in understanding the mater-
  ial and to help remove any psychological or language
  barriers which might exist.

- One advantage of using School TV for the pupils
  and students is that they are no longer completely
  dependent on the teacher as a source of information.
  It's also important for the pupils and students to
  learn the critical use of the medium of TV which
  plays such an important role in every day life.
  The critical use of television in schools can help
  them to avoid the problem of pure sonsumption of the
  medium of TV through critical analysis of the limits
  of the medium.

3. ## Formation of School Television Programmes

   In general School TV programmes have the same audio
   and visual elements of style as other TV programmes
   (for example - scenes, report, stationary picture,
   subtitles). In addition School TV programmes can
   also make use of other elements especially those
   which represent the actions of a real life teacher.

   (For example an interruption for doing an exercise
   or the TV teacher, making a statement, asking a
   question, explaining an experiment or a model).

   I will give you a list of such visual and audio ele-
   ments:

   ## Visual and audio elements of School TV

visual	audio
1. Stationary Picture, Photo	A. Quiet
2. Subtitle	B. Signal
3. Simple Graph	C. Sound Effects
4. Symbol	D. Music
5. Moving Graph	E. Human or Animal Sounds
6. Cartoon	F. Report, Information
7. Model, Experiment	G. Explanation Commentary
8. Puppets	H. Question
9. Moderator	J. Instruction, Directions Speach
10. TV-Teacher	
11. Communicator Expert "Authority"	K. Talk, Discussion Conversation
12. Actor (Scene)	
13. Actor (Parody/Scetch)	
14. Documentary	

In practise none of these elements appear in their pure
state but are combined, so that the possibilities are
endless.

Now I should like to present some examples of School TV
programmes of the Norddeutscher Rundfunk (Northern German
Broadcasting Corporation).

First example: A part of a programme for pupils in
Primary Schools

- First part: Actors in a scene

  Some children have a look at the work of an archaeolo-
  gical team. They find some flint weapons.

- Second part: Cartoon

  Some explications of the glacial period (ice-age).

- Third part: Questions to the pupils

  How did your forefathers live?

  Actors in a slapstick-scetch: Did the family buy the food
  by hunting animals or collecting berries?

  Second example: A programme in German for foreign children

- Actors in a scene

  A foreign child wants to play with German children, but
  he can`t understand the rules of the game.

  . . . .

  In the end all children become friends.

  Third example: A part of a programm in mathematics
  for the 9th and 10th school year: Geometry and Technical
  Drawing

- Video production with a moderator in a broadcast studio·
  A worked article will be presented. The student have to
  find out the different projections - the vertical pro-
  jection, the horizontal projection and the bird`s -eye
  view.

  First it will be done by finding out the outline of a
  worked article, then they have to develop how to draw it.

  Fourth example: One ptogramme of a serie about professions
  for the 9th and 10th school year

- Documentary

  A woman trains a child which can`t talk properly. Later
  on the woman presents an old man who has become speechless.

THE ROLE OF THE CURRICULUM LABORATORY IN THE DEVELOPMENT OF SCHOOL LIBRARIES

Philomena Hauck, Education Material Centre,
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A major concern of school librarians all over the world
is how to convince educators that libraries are essential
for quality education. Often administrators and teachers
have very little concept of what a school library should be
or what is the real role of the librarian. Studies by Olsen
(1966), Anderson (1970) and Reid (1971) indicated that
school principals and teachers had quite different percep-
tions of the role of the school library than did librarians.
Later research seem to confirm these findings. In 1981
Rainforth found that teacher perceptions of the role of the
librarian were still strong in the clerical segment.
Consequently the individual school librarian faces an uphill
job trying to `sell´ a service which educators feal they can
do without.

The curriculum laboratory in teacher training institutions
can do a great deal to improve this situation. It can be
influential in promoting resource-based learning and in
making teachers, especially new teachers, aware of the true
role of the librarian. When pre-service teachers get into the
habit of using a curriculum laboratory and consulting the
librarian, they are likely to continue to do so in their
actual teaching. They will also be more likely to push for
better school library service when they have actual expe-
rience of a similar service. Furthermore, their request will
likely receive greater attention than similar pleas from
school librarians, who are naturally suspected of trying to
further their own interest.

In this paper, I will first describe the curriculum labo-
ratory and its functions. Later on I will comment on a func-
tioning facilities with which I am familiar, The Education
Materials Centre at the University of Calgary.

Although teacher training institutions have always housed
collections of textbooks and curriculum materials, univer-
sity curriculum laboratories as we know them, are relative-
ly new on the educational scene. Known by various names such
as `curriculum library´,`instructional materials centre´, or
`media centre´, these facilities differ fairly widely in staff-
ing resources and politics. Sometimes a distinction is made
between the curriculum library as the facility which <u>houses</u>
all types of materials likely to be used in teaching and
learning, and the curriculum laboratory, or the centre where
pre-service and in-service teachers <u>receive assistance</u> and
<u>guidance</u> in the use and preparation of a wide assortment of
instructional and educational materials. More and more, the
emphasis is on the laboratory concept, i.e., on the specific
services provided to students and faculty rather than on the
mere repository of materials.

The first real curriculum laboratory was formed at the
University of Michigan in 1922. During the late 20's and
30's, similar facilities began to appear sporadically in the
United States, though it was not until 1938 that the term
first appeared in the literature. In general these early curri-
culum laboratories were small cramped rooms within existing
libraries, and they contained everything from pamphlets and old
readers to the most up-to-date textbooks and curriculum materi-
als. Budgets were usually low and professional and clerical
staff too inadequate to provide good service.

In these early curriculum laboratories the emphasis was on the
process of curriculum planning and revision. Up to that time the
curriculum in the schools was very academic. For the most part,
teachers were dependent on textbooks, with a preponderance of
drill and rote teaching. Confined to their classrooms and desks
students sat passively and were talked to. As Dewey's ideas
about active participation in learning began to take hold, it be-
came obvious that the curriculum would have to be revised to
suit the needs of youth.

The revision required the co-operation of many different people,
but teachers played a very important role since they were most
aware of the needs and problems of young people. In order to
carry on this work on curriculum, a collection of curriculum
materials had to be available for pre-service and in-service
teachers. Nowadays, however, at least in Canada the emphasis
has shifted from curriculum building to lesson and unit plann-
ing, the selection and evaluation of materials for particular
teaching and learning situations, and the integration of a
variety of teaching strategies and instructional media in a
coherent and effective manner. Although the curriculum labor-
atory does cater to graduate students, its main clients are pre-
service teachers, especially those enrolled in basic methods
courses and field experience programs.

The importance of the curriculum laboratory for this role in
pre-service teaching has been widely recognized in Canada and
the United States. In 1960, for example, the National Council
for the Accreditation of Teacher Education in the United States
stipulated that a curriculum laboratory should be required for
accreditation in all teacher training institutions either as
part of the education library or as a separate unit. The 1967
Standards went further by stating that the laboratory should
be directed by a faculty member well informed about various
instructional media and materials. Ten years later the Standards
gave two main functions for such laboratories when it stated :

--- Prospective teachers are instructed in how to devise
    and use modern technologies in their teaching and
    modern technologies are utilized by the faculty in
    teaching students. ---

Though individual curriculum laboratories often started
without any clearcut written objectives it seems that most
of them still aim to achieve the specific ends noted by? in
a research study conducted?

1. To acquaint teachers with the wide range of curriculum
    materials available.

2. To make teachers more competent in the selection of
    materials.

3. To give teachers a practical rather than a theoretical
    knowledge of the tools of teaching.

4. To make teachers more versatile in instructional
    practice by providing guides and descriptions of
    programs from various sources.

5. To give teachers an opportunity to plan instructional
    sequences using the actual materials that they will use
    in the classroom. (Mac Vean, 1958).
    The materials found in the curriculum laboratory are
    usually the following:

    (a) All textbooks and workbooks and teaching guides
         in use in the schools in the province or state.

    (b) Curriculum guides and publications of the
         Department of Education.

    (c) Supplementary textbooks and resources books re-
         lated to the curriculum.

    (d) Audio visual materials of all kinds normally used
         in the schools.

    (e) Listening and viewing facilities for such materials.

    (f) Publishers'catalogs and catalogs of materials
         available in local school board offices.

    (g) Practical books and locally generated collections
         of teaching ideas.

    (h) Bibliographies for special occasions, special
         units, etc.

    (i) Periodicals which focus on practical ideas e.g.,
         The Instructor.

It is generally agreed that the professional staff in the curriculum laboratory should have training and experience in library science and in education. In many instances they visit classes at the request of instructors to discuss materials available on a given topic, to demonstrate new and innovative educational kits and other such teaching and learning packages. As well, the staff works closely with pre-service teachers advising them about the choice of materials for different grade levels, different types of students, different teaching learning styles and different organizational patterns. In several cases the Director of the curriculum laboratory is also an instructor in the educational department.

As a rule, the curriculum laboratory is under the aegis of the main university library with funding shared by the education faculty. In some cases laboratories are funded solely by the education faculty and under the adminstrative control of that faculty.

After this brief description of curriculum laboratories in general, I would like to give a brief history and description of the facility at the University of Calgary.

Calgary is a city of about 500,000 people situated in south-central Alberta. The university is funded by the Province of Alberta and has a student population of about 13,000 students, with 1,200 in the Faculty of Education; of these about 500 are in their practicum year. Of the graduate programmes one is in school libraries and another in educational technology. There is no school of library science in Calgary - the only Alberta one being in Edmonton about 300 kilometres to the north; thus many of the school librarians in Calgary and vicinity receive their training at the University of Calgary.

Until 1945 the education of teachers for the elementary schools in Alberta was carried on in what were called Normal Schools. These schools were not attached to a university but were under the direction of the Provincial Department of Education. In that year the University of Alberta took over the work of teacher training and what was formerly the Normal School in Calgary became a branch of the University of Alberta. The collection of books held by the Normal School became the property of the University of Alberta, Calgary campus.

This library included (a) professional books on educational theory and practice for a pre-service teachers and (b) school textbooks and resource materials then in use in the public schools at all levels. In order to make the collection more useable it was decided to separate the professional books on educational theory and practice from school texts and supplementary resources.

As the main university library expanded, the curriculum collect-
ion was placed in a small room near the quarters which housed
the professional books in the `L´category. Student enrollments
in education increased rapidly, and so did the demands for curric-
culum materials. Librarians in the main library were unfamiliar
with the ever-changing school curricula and the multiplicity of
textbooks and teachers´ guides and workbooks and transparency
masters and picture charts, not to mention the electronic media
used in the schools. Ordinarily, the library did not stock audio
visual items at all, excluding of course microfilmed collections
of old newspapers and theses. As a result, the curriculum laborat-
ory was like an albatross about its neck. Cataloging of the collect-
ion was a major problem in itself. The users of the laboratory
were comfortable with the Dewey Decimal System which was also the
one used in the schools; the main collection was of course organ-
ized by the Library of Congress method. Naturally enough the
cataloging of audio-visual items was particularly contentious
since the cataloguers in the main library had no experience in
this area.

Another and more serious problem concerned the type of reference
service sought by student teachers. These neophytes in education
wanted workable ideas about lesson planning, classroom management,
and reading levels; however, the librarians were too far removed
from these subjects to be able to give concrete assistance for
day-to-day teaching in the schools.

Meanwhile the Curriculum and Instruction Department of the Faculty
of Education began to take a special interest in the curriculum
collection. The Department was concerned that teachers get away
from the traditional lecture method of teaching, where the text-
book was the fount of knowledge. In the view of the instructors,
student teachers would have to be better prepared for the reality
of the classroom before venturing out of the university.

After studying the situation they brought forward the following
set of recommendations for the curriculum laboratory:

(a)   There would have to be more professional service
       to assist student teachers.

(b)   The collection should be catalogued by the Dewey
       Decimal System.

(c)   All textbooks recommended by the Department of
       Education in all subjects and in all grades should
       be purchased.

(d)   All supplementary texts and appropriate audio-visual
       materials would have to be updated, and the necessary
       listening and viewing devices obtained.

(e)   A special effort would have to be made to provide
      more audio-visual items.

As was anticipated the main library, which was bombarded
with requests and pressures from other fast growing faculties,
was unable to give the curriculum laboratory the kind of prior-
ity which the Curriculum and Instruction Department felt to be
necessary. Accordingly the Department decided to take the
curriculum laboratory under its own control. With a sigh of re-
lief, the central library relinquished the collection, which was
then moved to the Education Building.

This was the early sixties when interest in school libraries
was rapidly growing. At the same time, the nature and role of
school libraries was changing from reference banks to instruct-
ional centres. The role of the school librarian was also chang-
ing from custodian of books to organizer and expediter of learn-
ing. In effect the librarian was thought of as a part of the in-
structional team.

At first the Materials Centre occupied a small room in the old
Education Building. However, when the new Education Building was
built in 1962, the Centre occupied all the third floor of the
tower with extra space on the fourth floor for acquisition and
cataloging. By this time, there was a full time instructor in
the area of school libraries and another in the area of media,
both of whom were also to provide valuable input into the de-
cisions about the Centre's role.

In the schools themselves other educational trends were beginn-
ing to exert an influence:

1)   Enquiry methods of learning gave greater importance
     to the school library.

2)   Open areas facilities started to replace the traditional
     self-contained classrooms, and these areas used the
     school library as their focus.

3)   The increased use of media added a non-book dimension
     to school libraries.

4)   Efforts to individualize learning depended upon open
     access to well equipped school libraries.

In order to assess the leadership role that the Materials
Centre should play in all this, the Curriculum and Instruction
Department hired a consultant to examine the situation and his
report was adopted as a blueprint for expansion. Following the
recommendations of the Report quite closely, the Centre began
to perform various well defined roles. These roles were spelled
out as following :

1) <u>Support of the student teaching program</u> at the University
   of Calgary was to be the prime function of the Centre. To
   make the program viable the Centre would house textbooks,
   teachers guides, periodicals, and all the other books and
   audio-visual materials used in the teaching/learning situ-
   ation in the public schools. The Centre would also have
   listening and viewing facilities, workshop facilities for
   the preparation of simple teacher made materials, and space
   for study and lesson planning. Professional staff would be
   available in the Centre at all times.

2) Closely allied to the prime function mentioned above would
   be the <u>support of basic methods courses</u>. The Centre would
   serve as a resource centre for the instructors, and as a
   laboratory for students working on assignments in those
   courses.

3) An important function of the Centre was that it served as a
   <u>model for school libraries</u> which were becoming common in the
   schools. It would serve as well as an instructional facility
   for the proper utilization of a school library. Graduates
   from the education faculty would take up employment in local
   school boards, some with excellent some with poor school
   libraries. A model on campus would give future teachers the
   opportunity to explore and evaluate the potential uses of
   such facilities. In effect they would see a good school libra-
   ry in action. By their own example as model school librari-
   ans and through workshops, the staff in the Centre would make
   students aware of the services to be expected of a school
   library.

4) The Centre would give <u>special support to the courses in
   school librarianship and school media</u> offered by the
   Education Curriculum and Instruction Department for the
   training of school library/media personnel.

5) The Centre would be used for <u>graduate research in curriculum
   development</u>, and would support local workshops relating to
   curriculum.

Following the recommendations of the Report, the Materials Centre
was placed under the aegis of the Curriculum and Instruction
Department of the Faculty of Education and a Director was appointed
who reported to a policy-making committee of professors from that
Department. Members of the committee were rotated annually, with
the stipulation that there should always be representation from
the school library, and educational technology areas.
In 1976, because of budget constraints on the department, control
of the Centre moved to the faculty level with a somewhat broader-
based committee.

On the whole, it seems that the organizational structure has
worked well. Each of the faculty members in the Curriculum and
Instruction Department has worked on the policy committee at
one time or another. As a consequence, they are well aware of
the function of the Centre, use it as well and support it in
every way they can. They are very familiar with the collection
and make frequent requests for purchases with the result that
the materials are exceptionally well-used, and reflect teaching
practices and curricula in Alberta schools. As well, because of
its smaller more intimate structure and its location adjacent
to instructors' offices and education classrooms it attracts pa-
trons who are sometimes intimidated by the large impersonal uni-
versity library. It can also respond quickly to changing demands
for purchases and services.
On a few occasions, questions have been raised about the autonomy
of the Centre and suggestions made that the Centre be placed under
the control of the main library. However, that issue appears to
have been laid to rest after studies have shown that the Centre
is very cost effective and very highly regarded by education
students.

Naturally every effort is made to work in harmony with the main
library, and to maintain a collection which complements rather
than duplicates their holdings. The broad distinction made is
that the Centre concentrates on the practical day-to-day needs
of prospective teachers while the main library answers their
research requirements. Grey areas exist where a certain amount
of duplication is inevitable but these were kept to a minimum.
For example, the Centre has a fairly extensive children's
literature collection especially in the area of modern books,
where it is much stronger than the main library. However, this
can be justified because of the heavy use of children's books
in school library courses and in language arts classes.

Of the three professional librarians on staff, the Director
works about half-time in the school library area and co-ordin-
ates school library programs. All three are trained teachers
and librarians, one of whom is always at hand to provide inform-
ation and consultative service to students.
We believe that this availability of reference service is one
of our major strengths, and a prime reason for our popularity.
Students and instructors know us very well and feel comfort-
able about asking us all kinds of questions related to teaching.
They also feel confident in our ability to make suggestions about
materials, teaching strategies and the like. In effect, we con-
sider our role to parallel that of the school librarian.

At the beginning of the Fall term we give orientations to all
educational students and special workshops to students in the
practicum year.

In these workshops we discuss materials and their integration
into teaching units, and we emphasize not merely our role but
the role of the librarian in the school. We point out that the
school librarian is able and willing to co-operate with them
in planning, implementing and evaluating teaching sequences. We
especially stress that student teachers visit the school library
and talk to the librarian before commencing their student teach-
ing assignments. Since it is well established that beginning
teachers are more likely to accept new suggestions than their
more established colleagues, it seems likely that good school
library usage can be developed at this initial phase of teaching.
The Centre maintains a close liaison with the schools so that we
are always up to date on recent trends and developments.
At present we are compiling a micro-computer data base listing
all the sources of free materials, resource people, and field
trip information for the Calgary area. In the Fall term, we plan
to sponsor a workshop devoted to the evaluation of computer soft-
ware and the classroom management techniques for integrating such
materials into the teaching and learning situation.

Another activity that has proved very successful has been the
preparation of what we call `Idea Books´ for various subject
areas. On a continuous basis the librarians scan journals and
other sources for interesting and worthwhile teaching suggest-
ions about lesson planning, motivational techniques and so on,
and compile them in binders for student perusal in the Centre.
We also compile bibliographies on various themes and prepare
displays of new and interesting materials.

All materials (except our pictures) are fully cataloged and
available by consulting the card catalog. Because of the wide
demand for individual songs and musical pieces all our records
are indexed and accessible through the catalog as well.
Our collection of over 4,000 pictures is probably the most
popular of all media in the Centre. To make them more readily
available to our clients, we have numbered each picture and
given it appropriate subject headings. Then we took photographs
of the pictures and placed them sequentially in a series of
books. Students use the index to find appropriate pictures,then
check the photographs for suitability. After the decision is
made the numbers are given to one of our clerical staff who then
finds the actual picture. This method prevents indiscriminate
searching of picture files and the consequent disorder which can
be so irritating to a potential borrower. We are now planning
to connect the picture index to a computer access system.

Our major problem are budgetary ones, but so far the support
from the Faculty of Education has been comparatively generous.
For this, much of the thanks must go to the positive feedback
provided by our student clients. They like the service they
receive, and they see that is pays off in the classroom. More
and more, we hear that these new teachers are becoming resource-
minded and more willingly to work in partnership with school
librarians.

This is not to say that our situation is an ideal one for the promotion of school libraries. In our view it would be much better to introduce whole modules rather than brief workshops about the use of the school library into education courses. But it is a start. It raises the consciousness of teachers and of professors, and it changes their perception of the school library from storage of information to teaching facility.

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INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANS CONFERENCE

AUGUST, 1983

PRESENTATION - DR. EDWARD W. BARTH - AUGUST 13, 1983

SELECTING THE BEST MATERIAL FOR ALL STUDENTS

I wish to express my appreciation to those of the administrative staff of the Prince George's County Public Schools for permitting me to come to the 12th Annual Conference of the International Association of School Librarians in order to highlight the material selection process of our school system. I also wish to extend gratitude to the conference leadership for inviting me to the Conference and making arrangements for my presentation. I consider being here an honor. I will present the following areas:

1. Brief background of the Prince George's County Public School System

2. The role of the Office of Library Media Services

3. The review and evaluation methods for:

    a. Library media material
    b. Classroom instructional material
    c. Special education material
    d. Films

4. Complimentary copy program

5. Standing committees

6. Publication of approved material

7. Citizen's request for the reconsideration of instructional materials.

Charting a course in building a library media collection is not easy. Choosing the appropriate material alone is a very difficult task; trying to tell others how the job is best accomplished proves even more difficult. However, the very difficulty of the task is itself a challenge.

In the first place, no two school library media center collections are identical, any more than two schools are identical. Two middle school, (grades 7 and 8), library media centers in our own school system offer a good example. One is in a school situated in one of the better residential suburbs of our county.

The pupils come largely from privileged homes where they have access to books, magazines and home video games. The majority will continue through senior high school and a large percentage will eventually attend a college, a university or some form of higher education. The courses of study are set up with this objective in mind and teachers rely a great deal on the use of library media instructional materials in their classes. The other middle school is situated in a low economic part of our county. Education is not considered a high priority and therefore reading matter at best is limited in the home. Few of the students use the public library. Many will never complete high school; a small number will be able to go on to college. Motivation to remain in school is low and some students are only waiting until they reach the age when school attendance is no longer compulsory. Obviously the library media collections in these two schools could not possibly be identical. Nevertheless, similarities do exist.

The school library media program has no objectives other than those professed by the system's leaders. A school library media center is indeed dependent on the individual school in which it is located and in turn, serves. Thus the library media center must always exist as a part of, never apart from, the school. Its collection must be designed to meet the needs of the curriculum, the students and the teachers of that individual school. Through research, we recognize the uniqueness of the individual learner, the complexity of the learning process, and the advanced technology which has extended traditional methods and materials to meet the needs and concerns of students growing up in the world of today. The school library media program is a fundamental part of the total educational process. School library media programs provide a multi-sensory approach to learning for students with varying backgrounds, abilities, needs and interests.

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

The library media program in the Prince George's County Public Schools has continuity and stability and also provides for flexibility and academic freedom. Prince George's County is located next to the nation's capital. While the hustle and bustle of the city is exciting, much enjoyment has been found in sailing, crab feasts, horse races and other local activities for its population of 700,000. Additionally, Prince George's County houses the University of Maryland and other institutions of higher learning, the Washington Bullets basketball team and our Washington Capitals hockey team. Prince George's County was founded in 1695 and named in honor of a Danish prince. Based upon enrollment, it is the thirteenth largest school system in the country. The education facilities include elementary, middle, junior and senior high schools as well as special education, adult education and evening high school centers, secondary vocational schools, an environmental education center and a science center. A comprehensive instructional program is offered at each grade level. The educational program is designed to provide education on a continuous basis from kindergarten through the twelfth grade. Additional offerings are provided through summer school, evening high school and adult education classes. Two of the system's four-year high schools include science and technology centers which prepare students for future careers in professional and/or semi-professional technological fields.

Consistency, continuity and structure are emphasized in the instructional program. High priority is given to teaching basic skills at all levels. Curriculum guides provide direction and assistance for teachers, principals and other educators.

REVIEW AND EVALUATION PROCEDURES

Today's schools need a multi-media approach to satisfy the educational requirements of our students. Because of this far-reaching effect, it is my firm belief that every school system should have a comprehensive policy on the selection of all types of instructional materials, such as print and nonprint material for direct classroom teacher directed textbooks, library books, periodicals, filmstrips, cassettes and computer disks. The reason for such a policy should be obvious - it prevents haphazard, inconsistent patterns of acquisition, duplications and waste as well as voids in supporting the curriculum. A comprehensive policy on the selection of instructional materials will permit the responsible educator to rationally explain the selection policy and procedures to fellow educators and citizens.

A good policy on the review, evaluation and selection of instructional materials should include statements on objectives, criteria, procedures for selection, reconsideration of materials and other areas unique to a particular school system's community.

The Prince George's County Public Schools rest their selection policy upon the American Library Association, School Library Bill of Rights and its own educational mission of belief:

> · helping the learner develop basic educational and career skills
> · providing the appropriate means for diagnosing the educational
>   needs of learners
> · meeting the specialized educational needs of individuals
>   and communities
> · developing ideals conducive to promoting respect for and
>   participation in a democratic society
> · preparing individuals to live in a rapidly changing society
> · creating a climate which will encourage and permit every
>   individual to take advantage of educational opportunities
> · helping each learner develop realistic goals
> · fostering the practice of such human values as mutual respect,
>   tolerence, equality and fair play.

LIBRARY MEDIA MATERIAL

Each of the 115 library media specialists serve as an evaluation team. They

receive review material through the complimentary copy program and the review forms

are completed within four weeks. A review session is conducted and each item is

thoroughly discussed by the group members. Following the review session, the item,

with the completed review form, is sent to the Library Media Material Review and

Evaluation Section. The item is placed on display and an annotated approved list

is printed. An IBM computer card is created for each item and both are sent to

appropriate schools.

CLASSROOM INSTRUCTIONAL MATERIAL

There are 42 standing committees to evaluate classroom instructional materials

such as basic textbooks, supplemental texts, and other materials of instruction

deemed appropriate for use in the classroom. The selection and/or review process

to achieve this intent must ensure that:

> · Materials are chosen for their relevance to the particular objectives
>   of the curriculum.
> · A sufficient variety of materials should be chosen to meet the needs
>   and interests of all students.
> · A determined effort should be made to provide materials that present
>   all points of view concerning the problems and issues of our times,
>   international, national and local.
> · The selection of materials shall take into consideration the maturity
>   level of the students to be exposed to same, as well as the general
>   contemporary community standards concerning the acceptability of
>   material that may be considered to be immoral, obscene or otherwise
>   undesirable.

It is vital that there exist an atmosphere of freedom and creativity in the

selection, evaluation and review process. No single text or other instructional

material need be prescribed by all teachers for all students, but a variety of

such materials should be used throughout the year in accordance with student

abilities and interests and educational needs.

All classroom instructional material shall, prior to its use in the classroom,

be approved by the appropriate Selection and Review Committee. The central office

supervisor for the content and program areas serves as chairperson for his or her

respective selection and review committee. The membership of each committee

contains at least 25% lay people. The remaining members are classroom teachers,

principals or supervisors who are chosen annually. No committee member, with the

exception of the chairperson, sits on more than one selection and review committee.

Before each committee meets, a member has actually read the book or thoroughly

reviewed the material and has completed the form stating his or her reasons for

recommending or not recommending the item. All committee members approving or

disapproving the recommended selection must state on the evaluation form why,

in their opinion, the selected material is approved or disapproved. When there is

unanimous recommendation for approval, it is added to the recommendation list.

If there is at least one recommendation for disapproval, the director of the

department to whom the supervisor reports must review the material and either

affirm the recommendation or agree with the dissenter, in which case the item shall

be rejected.

Approvals by one committee may be used by another content area if the

receiving content supervisor gives approval in writing.

If an item is not recommended for purchase, the title is placed on record

and shall not be considered again for a period of two years. Recommended material

shall remain on the list of approved titles for a period of eight years before

it is automatically removed and resubmitted for recommendation.

The Board of Education is furnished with an updated list of classroom instructional

materials on a quarterly basis. The June edition is an annual cummulative catalog.

SPECIAL EDUCATION MATERIAL

Once a month the elementary school special education review and evaluation

committee and the secondary school special education review and evaluation committee

meet to discuss material which was actually read or viewed by one of the committee

members. A review form is completed and signed by all members at that time.

Approved material with the completed form is forwarded to the Classroom Instructional Materials Section of the Office of Library Media Services. The title and other bibliographic information is incorporated into the quarterly and annual publications. Completed forms for materials not approved for purchase are kept on file. The actual item is returned to the publisher along with a copy of the review form. Approximately 400 print and nonprint items are reviewed annually by these two committees.

FILMS

All 16mm films selected and purchased have been evaluated and approved by at least three professional employees within the school system.

Titles are secured for preview from the distributing companies based upon known needs which have been determined by specific requests from supervisors, teachers, etc., and by the office's critical analysis of the relevancy and currency of the film collection.

Preview films are sent to the appropriate content subject committee. The evaluating committee is composed of teachers, administrators and, at times, students. All preview films and completed evaluation forms are returned to the Office of Library Media Services. The films are returned to the companies and the forms are cross-filed by subject matter and company. Purchases are made from the list of recommended titles. Every effort is made to achieve and maintain a balance among subject areas and to fulfill curriculum needs.

After films have been purchased and are in circulation, survey cards are periodically placed in the film cans to gather feedback from the users.

COMPLIMENTARY COPY PROGRAM

It is more economical for a publisher to participate in our program by providing one complimentary copy of each new publication for the library media program and four complimentary copies for the classroom instructional materials

program, than to maintain a mailing distribution request system which would provide single copies to as many as 185 schools in our school system alone. Over 200 publishers and producers are involved. By administering this program, the Office of Library Media Services can monitor and easily determine the status of newly published or produced material. We have three rooms set aside to exhibit this material and we encourage educators to come and physically examine material for themselves and to read the evaluation forms.

A copy of the completed evaluation form is forwarded to the respective publisher or producer. In this manner, immediate feed-back is provided to them and their editors. This courtesy is appreciated by the publisher for future revision of the text. A single item approved as a basic textbook for a grade could generate tens of thousands of dollars or orders for a given company.

STANDING COMMITTEES

The need for parental involvement in the review and evaluation of the classroom instructional material process was of major concern to the administrative staff. Due to the fact that students have a textbook for almost every subject they take in school, it was deemed beneficial to solicit comments from citizens before textbooks are purchased rather than wait until a parent voices a negative concern about the textbooks. All standing review and evaluation committees for classroom instructional materials have at least 25% citizen membership.

PUBLICATION OF APPROVED MATERIAL

A list of approved library media material is published within six weeks following the review meeting. The list is annotated and includes the name of the library media specialist actually read/viewed the item. In this way, another library media specialist can obtain additional comments by phoning that particular library media specialist. Each title on the annotated list is accompanied by an IBM computer punched card for ease of ordering purposes. The various lists are produced by the school system's central office printing department.

CITIZEN'S REQUEST FOR THE RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Even though every effort is made to select and purchase quality material, occasionally, objections will be made by concerned parents, citizens or educators. Therefore, steps for handling reconsideration of challenged materials in response to questions relative to the appropriateness of said material should be clearly stated. This procedure should establish a means by which the complainant has the opportunity for a hearing with the appropriate committee. The principles of freedom of information, the student's right to access of materials, and the professional responsibility and integrity of the educators must be maintained. It is the responsibility of the Office of Library Media Services to take action concerning questioned materials that have been evaluated and purchased for an individual school library media center.

Generally, an ad hoc committee to consider each item will be formed. This committee includes a staff member from the concerned school, a supervisor, a library media specialist and an area office member. The committee is chaired by the Supervisor of Library Media Services, who is a non-voting member of the committee. For complaints about material in a senior high school, a student at that level will be included as a member of the committee. Each member of the committee has an opportunity to review the questioned material prior to the meeting. Specific causes of concern about the questioned item are discussed, and the material is reconsidered from that viewpoint. The committee makes a recommendation to the Supervisor of Library Media Services The library media supervisor has the option of concurrence which then satisfies the decision made, or dissent. Should there be disagreement, both the recommendation of the committee and that of the supervisor are forwarded to the Coordinating Director of Instructional Services for determination of the item.

Once an item has been reconsidered, no further action will be taken for a period of two years.

PUPILS COMMUNICATE BY MEDIA. EXAMPLES OF
MEDIA CORRESPONDENCE

Johannes Gerhard Wiese , Braunschweig, Technical University.

Pupils communicate by media every time, everywhere; of course
you cannot communicate without media, be it language, be it some
other behaviour, be it some "storing media" like written letters,
printed paper, drawn or painted pictures, recorded sound on tape,
taken photographs, shot film or video. I'll make a point of visu-
al media foremost. But please let me mark off the field of refer-
ence first: it abuts on education (i.e. teaching/learning,)
communication, personal expression and social exchange.
Education uses communication as a tool as well as an end of in-
struction; students have to learn language/languages and nonver-
bal media before they can understand the teacher's instructions
- and, on the other hand, they have to understand the teacher's
instructions for their learning of languages and other subjects
of education. This complex texture of `learning what to use'
and `using what to learn' seems to be the main difficulty of the
teaching-learning process. So we have quite a lot of theories and
practical techniques how to teach speaking and listening, writing
and reading (or opposite), some of which are to be dealt with at
this conference too (e.g. on `Media Literacy' or `Stimulating
Reading').

Some of you will remember the lecture given by Teresa Doherty at
the IASL Conference in Annapolis, MD (1976) on `The Montgomery
County Media Skills Program'. She mentioned the necessity of
`communication skills', which `enable a student to become increas-
ingly responsible for his own learning process, to select and use
information in a variety of formats, and to demonstrate many ways
of applying what has been learned'. (Conference Proceedings,p.53).
Since 1976, there has been much research on the communication
process. Michael Cooke has pointed at the communicative interact-
ion in the teaching - learning process in his report on the `Libra-
rian and the Curriculum' at the Melbourne Conference in 1978: inter-
action is an active way of learning, `users (of library resources)
do more than just sit and listen or view passively' (Conference
Proceedings, p.33). And - one more quotation - remember the speech
of Carl Dodson on ` Bilingualism and the School Library Service in
Wales', held in 1981 in Aberystwyth; here I found the important
distinction between media-oriented and message-oriented communicat-
ion: `If an analysis is made of the communicative interactions ob-
served in most language lessons it is noticeable that most of these
interactions relate to the language being taught... The communicat-
ive content of such interactions relate mainly to the participant's
desire (or in my opinion: the her/his task) to use the language
correctly or to check whether it has in fact been used correctly...
In other words: the communicative interactions relate to the
language-learning process itself ... Such classroom activities are
m e d i u m - o r i e n t a t e d ...

All schools successful in making their pupils bilingual (or
even teaching them to use their own language creatively) extend
their lesson activities from medium - to m e s s a g e -
o r i e n t a t e d communication, where language has become a
tool and not an end in itself.'
(Conference Proceedings, p.115).

The responsibility of the student for his own learning process,
the active way of learning, and the importance of message orienta-
ted communication in the learning process is indeed not a discove-
ry or an invention of 1980, of our contemporary times, but can be
found in the intentions of the educational reform movement at
the beginning of our century. I'm referring here especially to
Célestin Freinet, the French educator, who was one of the relative-
ly few teachers and reformers doing by himself what he told others
to do. He took ideas from Kerschensteiner (`Work School'), Licht-
wark (`Free Expressions in Children's  Art'), and Dewey (`Learning
by Doing'); he developed institutions for social learning (Class
Board, Group Learning, Wall Journal, Class Magazine, Planning
Conference), and techniques for individual learning (worksheets,
workbooks, class library, workshops - in French `atéliers'- for
cooking, needle work, gardening, experimenting in natural sciences
and, especially, for printing. In language teaching - in speaking,
reading, and writing - he stuck to the idea, that the content of
any communicative utterance comes and stands before the form. The
principles of his `école moderne'- of the `modern school' in his
sense- were, that pupils learn better by doing than by listening,
better by choosing and deciding themselves than being told and/or
forced to what and when to learn. Pupils of Freinet - and of his
pupils and followers - are allowed to express themselves in `free'
form; they are used to write `free texts', to communicate intrinsic-
ally motivated - instead of being forced to write an essay, a
composition on a subject given by the teacher. `Free texts' are
voluntarily composed, are written without external pressure and -
of course - are not censored nor assessed by the teacher. Free
texts are made for the pleasure of expressing oneself, of describ-
ing something interesting, of composing something creatively
conceived, by the intention to tell other people and other pupils
something worthwhile being told; sometimes only one sentence, some-
times ten or more lines expressing for example joy on a blooming
flower, sadness on a dead animal - feelings as well as experiences
to be communicated.

To `free expression' belongs as counterpart `free impression', to
a question an answer, to communication correspondence. When
Freinet found that pupils not forced to learn learn easier, that
pupils not forced to write write rather better he imagined, that
his students could learn about other people better by asking them
than by reading a book about them. So he tried to find classes in
other parts of France willing to tell and to write his pupils
about their home, county, country, city, community, the work and
the working places of their fathers.

He `twinned´ two classes of the same age, but of different places and living conditions - and the about 30,000 French `Freinet - Teachers´ were following him. The idea of `Correspondence´ for educational and instructional purposes aims at human contacts as well as at relevant and interesting information.
Classes are exchanging written letters, pictures, paintings, printed texts, audio - and/or video cassettes etc. - whatever seems useful.

I´m going to show you examples of different kinds of correspondence from primary school to university level.

HOW CAN WE ACHIEVE REAL COMMUNICATION IN THE SCHOOL LIBRARY

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ABSTRACT

In our concern to obtain, stock and lend out the best and widest selection
of material resources for our libraries, it is possible that we underrate
the importance and influence of the human communicator. This paper
outlines the different functions of the various means of communication,
and stresses the importance of interaction between human and material
media, and between humans. A number of case studies are quoted as
illustration not only of the effects of such interaction on students,
teachers and librarians, but also of the light it sheds on students'
cultural background and prior experience. It is suggested that the
library should be seen not as a static container of resources but as one
of the catalysts towards building upon teachers', students' and
librarians' interaction with one another and a variety of material media.

INTRODUCTION

It is, of course, always easy to pose a question - not so easy to provide a
satisfactory answer. The title of this paper is no exception: all it does
is to address itself to an overall theme and invite discussion, suggestions,
alternative schemes, so that we may learn from these and put them into
practice.

My contribution to this question is in two parts: Part 1 outlines what I
understand by "communication" and "achievement" in the context of teaching
and learning; and Part 2 describes some case studies I have done in various
British schools, conclusions from which I shall link back to the question
asked at the beginning.

PART 1

In the context of school/university libraries, means of communication fall
into two main groups: (i) human, and (ii) media. Each of these can be
further divided into different types and categories, such as teachers,
librarians, print and non-print, audiovisual, realia, etc. This is common
knowledge, but I sometimes suspect that there is an imbalance between the two
main groups, that in our technological age we have become so inundated with
machinery, computers, microfiches, word processors, that the first group, the
human communicator, is often overlooked. It is about this category of
communicator that I shall be particularly concerned.

Let us begin with a picture illustrating the multiplicity of communicators.
It comes from a recent book published by the Open University in Britain:

OHP 1

(Marshall and Rowland, 1983)

Is it a reasonable presentation of all the influences exerted on a student in the classroom or library? Possibly – if the student is working in isolation as an independent learner, which indeed is the concern of the book in which it appeared. But would it also apply to the classroom-dependent student? Let us have another look: all the communication agents point separately towards the student in the centre. Not one arrow points the other way, from the student outwards, and no one agent links with any other agent. Does this imply that the student is a tabula rasa, an empty vessel, without the capability of contributing something to the process of communication? And is there really no link between any two or more agents? I would suggest that this is where real communication in classroom and school library could and should start. They are centres that can provide what I would call communication-in-the-round, and this is where teachers and librarians can help to increase our students' awareness of the endless inherent possibilities which can aid them in their efforts to achieve a state of independence and interdependence within our society.

Theorising about an ideal school library as centre of communication is one thing; reality is another. The establishment and organisation of academic libraries will, of course, vary from country to country, but I think that the following comments which describe some British institutions may well find echoes in other countries:

(1) "Libraries are often used by students as quiet areas in which to do their homework. Even when students are working on homework assignments in the library they are unlikely to make any use of the books in the library, preferring to rely upon the textbooks issued by the subject teacher."

(2) "Even when school libraries appear to be very well stocked with books, many books can be seen to be unsuitable or out-of-date."

(3) "The development of (some) well equipped library/resource centres seems to have concentrated upon the organisation of the resources, rather than emphasising the more crucial factors of equipping students with the skills and attitudes essential for the effective use of the resources, and persuading teachers to adopt those teaching strategies that make libraries essential rather than peripheral."

(Paterson, 1981)

The three quotations illustrate different aspects of one theme, with one leitmotif: the lack of communication between teachers, librarians and students. Why do students often use their 'sponsored' books (ie the textbooks prescribed by the teacher) exclusively although they may be sitting among a multitude of other books? Perhaps because they have not been informed about these books; and why have they not been informed? Could it be (a) because neither teacher nor librarian has told students about these resources and how to use them (which, of course, was the starting point to library user education programmes)? or (b) because the teachers themselves may be unaware of these resources or don't know how best to exploit them? or (c) because teachers and/or librarians just assume that students sitting in a well-stocked library will automatically look at the books surrounding them? I suggest that many communication gaps are caused by such assumptions, often with the consequence of total lack of change. Peter Mann had this to say some years ago about universities, and it would apply equally to schools:-

> "Lecturers hand out reading lists on the assumption
> that students will read at least some of the
> references contained in them. Libraries stock books
> on the assumption that students will want to borrow
> certain books, and booksellers will often stock many
> copies on their assumption that students will want
> to buy certain books."
>
> (Mann, 1976)

But is it not true that -

> "unless we happen to know that information exists, we
> tend to assume that it does not, or that we do not
> need it badly enough to look for it."
> (Gray and Perry, 1975)

So how do we stimulate such 'need' in students? In general, discussion on this theme in educational and library literature has started from the premise of teacher, librarian, resources; guided tours, user programmes, tape/slide presentations have been discussed and tried out.

I would like to take a different starting point - that of the much-neglected student, the person who is, after all, our main concern, whose education - in the widest sense - is the core of our efforts.

An illustration of my stance brings me to the second part of my paper: some case studies. Over the past couple of years I have been conducting research in some British schools with a view to finding out how students decide what resources to use when they work on given tasks. I am trying to find answers to questions like -

(1) How do teachers, students and librarians perceive their own and one another's roles in completing a given assignment?

(2) What resource use (if any) is advocated by the teacher?

(3) How far (if at all) does the student follow up this advice?

(4) In fact, what resources does the student decide to use for the assignment, and why?

(5) How does the teacher assess the completed task in the light of the resources used?

(6) Can we, as teachers and librarians, learn anything about the process of communication between the various parties which may help us in future developments?

Let me give some examples of what I have discovered, in the form of case studies of three very different school lessons - different in subject and ability, but perhaps not so very different in outcomes. My research methods were observation in classrooms and school libraries, interviews with students, teachers and librarians, and some active participation in the lessons.

N.B.: In my context, student = any learner
                    librarian = person responsible for library/resources.

Case Study 1: Mixed Middle School. Class of 11-year olds
                    Subject: English.

The teacher began the lesson by asking the students to read aloud from their set textbook. The theme was "structure and function", with many illustrated examples in the book of the different structures and functions of objects,

eg.   a chair: structure - wood; function - seating
       a knife: structure - steel; function - cutting.

After each student had had some reading practice, with the teacher explaining
the theme, he told the class to find some examples of the structure/function
idea themselves; and "I'll take you all to the library now where you can look
for things if you like." We went there, and from what I observed it was
quite evident that the students were quite familiar with the layout of the
library and felt at home in that environment. A library (clerical) assistant
stayed in the background; the teacher went out, so that students were left to
themselves. This is what happened:

Groups of boys went straight to the shelves with books on war, machines, oil
rigs, tankers. The girls went to look at books about ponies, pets, houses,
furniture, clothes. Some took the first object they saw in a book as their
example; others spent a long time deciding which picture to use; several
remained unconvinced by what they found, and walked back to their classroom.
No one asked the assistant (or me) for help.

Back in the classroom, I saw one of the students who had gone back without a
book writing a line of musical notation.

          "What's that?"
          "Well - it's a picture of structure and function: the
          structure is the notes, the function is to make
          music."
          "What gave you that idea? Are you keen on music?"
          "Oh yes, it's my favourite subject, I play the flute
          and have extra music lessons."

Another girl who came back bookless from the library was carefully making a
perspective drawing of a large building, seen from an angle, and writing
"Woolworths" on top.

          "That's good. Why did you draw that?"
          "Well, I'm not sure, really, but my dad has just shown
          me how to draw perspectives, so I thought I'd use it,
          and I suppose that's the structure, and the function
          is to show the size of the building".

And another student had borrowed the teacher's bunch of keys and was trying hard to make a drawing of these by outlining each key onto paper. Why? She just loved using stencils.

To sum up the lesson: the students decided for themselves how to tackle the given task. Most used library resources (with an interesting immediate split into boys and girls), based on their own interests; several used non-library resources stemming from their non-school-based knowledge, such as art and music, thus merging home with school, extra-curricular interests with school lessons. The students learnt about the theme of structure and function, and extended their use of the library resources; the teacher learnt about the students' outside interests and hobbies, with a possibility of using this knowledge in future school activities; the librarians (in this case the teacher or clerical assistant) had no active role to play in the whole exercise: they had obviously laid the foundations much earlier in the school year when they introduced the children to the library. It may be argued that perhaps some of the undecided students could have been shown encyclopaedias or specific topic books: I submit that it cannot be argued that the outcome would have been more beneficial for students or teacher than the orginal, self-motivated work that they in fact produced.

That was an example of a lesson where the school library was the suggested focal point. Now to an example of a lesson with a specified topic as the core.

Case Study 2: Mixed Sixth Form College. Class of first year
                A-level, 17/18-year olds.
                Subject: English Literature. Theme: Jane Austen.

(A-level means Advanced Level, a two-year post-compulsory-education course which can lead to qualifying for university entry).

Two weeks before my visit the teacher had asked the students to find out all they could about Jane Austen and her times, and to report back during the lesson which I attended. I had suggested to the teacher that she might ask the students not only (as she normally would) what they had found out, but also where and how they had obtained the information. This suggestion took the teacher by surprise - she had never done that - but was most willing to

take it up. The ensuing line of questioning yielded some fascinating
information:

Students who were also studying History as one of their school subjects went
straight to the English History Books in the school library; those who were
studying Economics consulted books on Economic History. The fact that the
college has a qualified full-time librarian was very evident: all students
said that they knew about things like book indexes and contents pages - but
that did not necessarily mean that all students actually consulted these. In
fact, some declared that they either did not look in the school library at
all, or that they looked but could not find anything suitable. Some did
their own searching, others asked the librarian for help. Home influence was
strong, both in human and material terms: parents, brothers, boyfriends were
often mentioned as information sources, and similarly, books at home, notes
on a similar project done by an older sister, collections of pictures all
proved useful resources which the students had themselves decided upon to
use. Television programmes, viewed at home, yielded information, too - not
only the historical drama series but, for instance, a programme on antiques
which helped one student in her description of objects d'art typical of Jane
Austen's period. Another student had visited the author's (preserved) house
for more detailed information, and yet another had seen an exhibition of
fashion at a museum. The quantity and variety of information and information
sources offered by the students was quite astonishing.

Again, the communication-in-the-round process was enhanced by (i) students
learning from their own explorations and by talking to other human
communicators; (ii) students learning from one another in classroom
interaction: questions like "Where did you say that museum was?" and "I
never thought of looking at the history books in the library" were part of
the animated discussion. But not only that: once again, as in the previous
case study, the teacher learnt from the students and about the students and
their home background and interests.

Now where did the library come into this context? In three ways:

    (1) the teacher had previously approached the librarian to notify her
        of the project she had given to the students, so that the librarian
        was able to make suggestions to the students who asked;

(2) the librarian took this opportunity to indicate to teacher and
students general resources which might otherwise have been missed,
eg. exhibit: on posters; displays; journal articles; books on the
same subject but shelved in different sections - all kinds of
resources which should prove useful to students and teacher in
future projects, now that they were seen to be of relevance to the
current piece of work;

(3) students found the librarian helpful and willing - not least, I
suspect, because she had been forewarned of the project in hand,
ie. she was prepared. Another link in the communicative process.

There is a further link, often underestimated by teachers: librarians'
knowledge of students. They know them in-the-round, not subject-
dependently. As one librarian once put it -

> "Sometimes we can speak better than the teachers
> because we know what books the students are (really)
> reading, not what they were told to read, and there
> are sometimes enormous differences between them."
> (Higham, 1976)

This applies not only to curriculum literature, but to leisure reading,
pinpointing students' hobbies and, by extension, their families' hobbies and
interests, and also, overall, the students' preferred level of reading
difficulty and preferred type of resource. Put all these perspectives
together - and we really will have communication!

Case Study 3: is about a given framework within which students choose their
own set task:
Mixed Sixth Form College (as in Case Study 2)
Class of CEE students, 17/18-year olds.
Subject: Geography.

(CEE stands for Certificate of Extended Education. Courses for this
Certificate extend over one year and are aimed at "the more mature 17+
student" who would not attempt the higher ability A-level standard).

This case study is therefore in parallel to the previous one (English Literature): both concern 17/18-year olds, both studies took place in the same college, ie. under the same management, with the same library and librarian, but with different teachers - different not only because it dealt with a different subject (Geography) but because the classes are at opposite poles: one for high attainment students, the other lower attainment. So let us see what differences there were (if any) in the outcomes of my investigations.

To start with, there was a marked difference in attitude of the teacher and students concerned: students commented that they did not really like doing CEE courses and would prefer to do "proper" examinations, not only for better future opportunities but also for the sake of "being like the others" in the college. Similarly, the teacher told me that she felt very strongly that her position among the teaching staff was that of "poor relation", having to cope with the less able students, never getting the opportunity to teach the brighter ones. She had no chance, she said, of getting to know her students because she only taught them for one year, and there was a lot of absenteeism. And she had no expectations of good achievement by the students, no expectations at all of students' prior knowledge: "I always assume that they don't know anything, and start from there". And she considered the school library and its facilities on the whole as "irrelevant". She was sceptical of anything positive resulting from my study of her class, but was most willing to allow me free access to her lessons and, indeed, to the individual students during the lessons.

The project set for her class was: "Investigate a country of your choice from the aspects of physical geography, climate, tourism, travel, transport, and economics (as affected by tourism)." The assignment for which the students had about 20 weeks time, was an important part of the CEE course and of the final assessment of the students' overall achievement. Although several lessons were devoted to individual work on these projects, the students were expected to do the major part on their own, outside the classroom. When it came to choice of country, students' decisions seemed to be based on one or more of four criteria:

    (1) they had visited the country;
    (2) they had friends there;
    (3) the father had business connections with that country; and
    (4) there were family ties or origins.

Not a single student selected a country with which he/she was totally
unfamilar.

What did the teacher suggest in the way of resources and information
retrieval? I quote:

> "Try the college library, but I don't want you to get
> a lot of books and copy out large extracts - any fool
> can do that."

and -

> "Go to the travel agents, but don't just cut out a lot
> of pictures and stick them in your books."

So where, in fact, did the students look for information, and how did
they decide what to use in the way of resources?

Student A: After a very uncertain beginning and much changing of mind, he
chose Italy which he had visited. He found no useful information at home.
He asked the college librarian for help and she guided him to a textbook on
Italy. He went to the local travel agent, collected a lot of travel
brochures, and cut out a lot of pictures because he liked the photographs.
He wrote a very long detailed description, mainly based on that textbook and
the brochures, but could not find anything on the economic aspect of tourism
in Italy. So he drew his own conclusion and wrote: "Tourism is not an
important aspect of the Italian economy."

Student B: chose Portugal because he had lived there, had many friends
there whom he still visited on holiday. He collected travel brochures, and
found some books himself in the college library. He then felt he needed
statistics on population, asked the librarian, and was shown the Statistical
Survey. In comparing some travel brochures he found several "mistakes", ie
inconsistencies (eg. different figures given for maximum temperatures; the
same photo of one hotel listed in separate brochures as totally different
places). I suggested that he should put this into his essay. This surprised
him:

> "Am I allowed to put in my own comments?"
> "Yes."

This encouraged him further to write down his view of the apparent paradox of Northern Portugal which, from his own experience, he knows to be very poor but which still attracts many tourists: the proximity of ever-popular Spain.

Student C: selected Rumania because she had lived there. Apart from collecting the usual brochures from the travel agent and making use of her own memories of last year's visit, she tried the college library books but found them "too detailed"; nor did she go to the local public library. Yet her essay contained enormously detailed information which I felt she could not possibly have gleaned from the brochures. On probing a little further (she would not have volunteered this), I elicited (a) that her mother had suggested she should write direct to the Information Office in Bucharest, which she did, with excellent results; and (b) that her sister works in a bookshop from which she was able to 'borrow' some books about Rumania.

During one of the lessons on the project, the teacher noticed two students who were totally inattentive, talking to each other and laughing, without having opened a book. She sent them to the college library to ask the librarian for general suggestions for the projects. Much to the teacher's surprise (she told me, "I don't expect to see them back in the class"), they did return with a long list, suggesting inter alia: Encyclopaedia Britannica; Everyman's Encyclopaedia; the history section of the library; the geography section; the 'National Geographic Magazine', and the Topic Boxes (which contain current newspaper articles etc. on specific subjects). An impressive and comprehensive list, familiar to most of us . . . but the immediate uptake of these suggestions was minimal: just a list of resources brought into the classroom, listing material which was quite unfamiliar to the students and, to some extent, to the teacher, too, is perhaps hardly inducive to immediate enthusiastic response. I shall come back to that.

But again, I will first sum up: in every case the students' searching for information was based on prior knowledge, from which they proceeded at their own individual speed, in different directions and with varying results. Home background and influence was again evident in decision-making and action-taking. Again, the teacher learnt from the students and about the students; and again, while some students found the library useful, some did not and therefore turned to other information sources chosen by themselves.

The teacher/library relation here is perhaps of interest: although the teacher had declared the library to be "irrelevant" to the needs of her students (as she perceived these needs), she did in fact find it to be of great use to some of them; and as to that long list of suggested resources which seemed to fall on deaf ears: the teacher has now decided to involve the librarian in next year's project work (with new students) from the beginning to the extent of bringing her into the classroom to participate in the lesson so that she can determine more easily how the library can help. A complete turn-about from the usual guided tour of and in the library where the librarian is often unaware of what actually goes on in the classroom: communication-in -the-round . . .

How did the projects, when completed, measure up to the teacher's expectations? Very well: they exceeded them by being of a higher standard overall than in previous years. The teacher readily admitted that she had been made more aware of the possibilities of involving not only the library and its many-faceted resources but the students themselves as communicators (encouraging them to draw their own conclusions; involving their families; describing where they found information).

Conclusion

Let me conclude by going back to my original question: how can we achieve real communication in the school library? It is no easy task, nor will it happen quickly. All innovation, as is well-known, is slow to be accepted, often even at the exploratory stage. Many gaps have to be closed, many links established. One very sad gap is that between teachers' and librarians' perceptions of their own and each other's roles and territories. There is much concern and discussion about the librarian's "teaching" function without being a qualified teacher, and about teachers usurping the librarian's role by instructing students in library use. I come back to my original premise: where is the student in the debate?

The teaching/learning processs is not one-way, not two-way: it is a multi-faceted, multi-dimensional interaction in which teachers, librarians and students each have an important function, not least of which is the students' own knowledge and life experience. Through skilful and attentive encouragement this prior knowledge, together with learners' natural

curiosity, can be the foundation stone for building a better communication-in
-the-round.

Perhaps I may close with two quotations. The first is from an ex-student of
a school, the second from a teacher there. Both stress the influence of
communication on their own education:

> Student: "(through the educational practice) I
> experienced an incredible feeling of wanting
> to find out for myself, finding out through
> other people, along with the guidance that
> my teacher offered me . . ."

> Teacher: "We learn from other teachers . . . and it
> is also true to say that we learn from our
> students . . . Indeed, the student
> sometimes has more knowledge than I have of
> a subject. It may be that I have more
> experience than a student of learning how to
> learn, but students do produce perceptions
> from which I learn . . . My role as a
> teacher is . . . that of engaging a student
> or group of students in a dialogue through
> which both the students' and teachers'
> understanding changes."
>
> (Watts, 1977)

I look forward to the day when we can add the words "and librarians" to
"teachers" in the second quotation!

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MEDIA LITERACY - A PREREQUISITE FOR COMMUNICATION IN THE MEDIA CENTRE

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INTRODUCTION

As the theme for the IASL Conference is School Library : a centre of communication, I should like, first of all, to comment briefly on the concept of communication. I shall subsequently refer to literacy and finally pay some attention to media literacy and its consequences for the library and media centre.

In all forms of communication, whether simple or complex, the following basic (linear) model is present:

sender ⟶ | channel/medium
message | ⟶ receiver
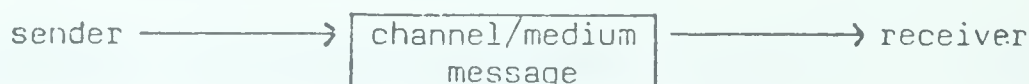
This model may be extended and may even be made more complex. The so-called interactionary model may be represented as follows:

| Source of message | ⟶ | Message encoded | — Transmission channel → | Message received and decoded | ⟶ | Destination of message |

Feedback 1)
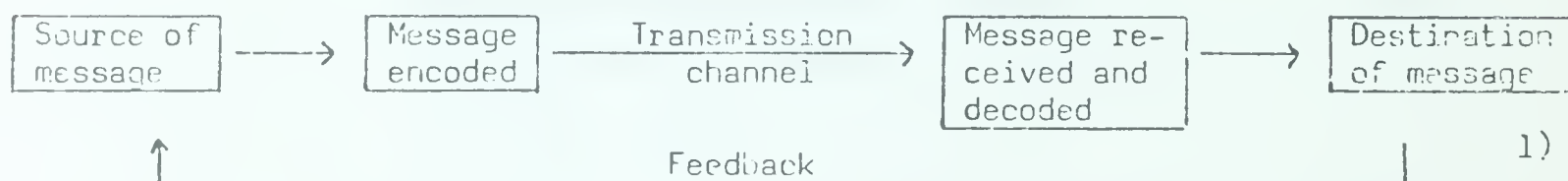
. I shall not enlarge any further upon the various communication models, but shall discuss various forms of communication.

° The most common and most generally used form is obviously verbal communication - speaker and hearer communicating through a common language;

° or, on a somewhat more abstract level, communication through graphic signs/symbols - the familiar alphabet being the most commonly used form of non-verbal communication. A prerequisite for the use of this form of communication is, of course, a knowledge of the symbols and an ability to interpret them in print as well as script. In addition to this, skill in reading and writing is essential.

° Visual communication through an observable image. This signifies communication in which a concept is represented by something else. This kind of visual communication may vary and presents several possibilities for use:

   (1) forms visually representing that which is depicted - e.g. a picture representing an object,

   (2) forms used as a means of conveying other concepts, usually of a symbolic nature (c.f. road signs).

- 2 -

o Other ways of communication, such as the use of sound plus image,
   are well-known cinematic and television devices, and have naturally
   a stronger impact than those forms of communication which appeal to
   only one of the senses at a time, i.e. that of sight, hearing,
   touch, taste or smell. Even the familiar body language - gestures,
   stance, facial expression, tone of voice, etc. - plays an important
   part in communication.

LITERACY

"In the early 1950's the United Nations Educational Scientific and
Cultural Organization (UNESCO) defined literacy as the ability 'to read with
understanding and to write so that it can be understood, a simple message
related to the person's daily life.'

This base-line definition was adopted by all Member States of the
United Nations for recording statistics. However, it was recognised that
literacy was a relative term - that there were levels of literacy from
zero ('illiteracy' or as it is now less pejoratively called 'non-literacy')
through the ability to write one's name, to reading of difficult literature ...[2]

Another definition of literacy might be the capacity to acquire and
exchange information via the written word ... a device, an invented facility
for the transmission of information.[3]

A more traditional but also more logical definition was propounded in
the 1930's by the American linguist and literacy worker, Dr. Sarah Gudschinsky:

> that a person is literate who, in a language that he speaks,
> can read and understand anything he would have understood if
> it had been spoken to him; and who can write, so that it can
> be read, anything that he can say.

This links literacy to command of the spoken language, implying that the
primary function of literacy is to extend the reach and power of human communi-
cation by opening up access to the 'code' of written language."[4]

We must, however, assume that there are different kinds of literacy. While
we accept that there is a basic core of literacy generally applicable to normal
adults, we must also concede that in certain specialized areas everybody is sub-
literate. Everyone requires the assistance of an expert intermediary in the
deciphering of certain printed material. Compare, for example, our ability to
interpret chemical formulas, music scores, electrical circuit diagrams, computer
programmes, or even foreign languages.[5]

"Spoken language is of course, the primary code of human communication -
the code par excellence of face-to-face exchange with all its advantages of
instant empathy and feed-back. Less formal and more flexible than writing it is
learnt by almost every human being without apparent effort.

Although intimately linked to speech, the written word has its own
distinctive assets. These include permanence and the facility for storing
and recovering information in one's own time, and outreach - the ability to
transmit information through time and distance."[6]

With reference to the question as to the language in which literacy should
be attained, it is obvious that it should be in the vernacular - the natural
vehicle of a person's thought and self-expression.

- 3 -

COMMON (TRADITIONAL) LITERACY (READING ABILITY)

The printed word, i.e. books and periodicals, naturally form two of the information media most numerously and generally encountered in media centres. An ability to read and utelize the written word, to make physical use of the various kinds of books, to profit from resources in books and periodicals, is of essential importance to the media/library user.

Merely as a means to stimulate thought, the following practical questions may be posed with regard to the actual use of, or communication with library media:

For example: Is the user, or in the case of the school, the pupil, able to

- interpret and analyse an assignment and to ascertain <u>what</u> is expected of him and <u>how</u> he is to set about accomplishing it - can he define his reading objectives;

- is he able to locate potential sources of relevant information;

- can he find the necessary media via the catalogue; in other words, is he adequately orientated in the specific media centre;

- is he able to recover information from the catalogue and conclude how the media are classified;

- does he know how to make optimal use of an encyclopaedia, e.g. how to use the index - the key to maximum usefulness of the encyclopaedia;

- is he able to use other reference works, e.g. atlases, almanacs, dictionaries, year-books, guides, biographical dictionaries, etc.;

- does he know how to utelize periodicals and periodical indices;

- grade and evaluate sources of information with regard to his personal requirements;

- is he able to scan a paragraph for information and decide what is relevant and what is not;

- can he select key-words and make notes;

- organize, adapt, express in his own words and document the information he has collected?

If he experiences difficulties in regard of any of the above questions, it could possibly be the result of an inadequate fundamental reading programme in the elementary school where certain basic skills have not been firmly established. In the secondary school little or nothing is usually done to rectify this, with the result that senior pupils, or students, become frustrated when they are given assignments which require complex skills in reading and reference work, without receiving any help.[7]

To make sure that pupils find sufficient opportunities in school to practise the skills mentioned above, the help of <u>every</u> class and subject teacher is required. They should avail themselves of every opportunity to develop and establish these skills in their pupils. For this is what leads to the <u>literacy</u> development which enables the child to make the best use of the <u>media</u> at his disposal.

THE RELATIONSHIP BETWEEN LITERACY AND MEDIA

Media can be defined as "everything that can be used to convey a communication from one point to another."

Bowers[8] aptly summarizes the relationship between media and literacy when he says:

"We use the term medium to mean any thing or system made by human beings to communicate information - to carry messages - a message vehicle ..." Some media will carry their messages in written language alone (e.g. books and other written media); some exclusively in spoken language (e.g. radio, tape-recording, telephone). Most, however, use several codes and modes (e.g. audio-visual media such as sound film and TV). A few are non-verbal (e.g. silent films and some posters; others, like visual aids, (e.g. film strip, slide sequence, transparencies) are made to accompany speech. Actually there are few media that operate without a verbal element.[9]

Visual media without any verbal elements are naturally independent of language, but are for the most part 'culture bound' and may even, in extreme cases, be totally incomprehensible, so as to be referred to as examples of 'visual illiteracy'.

From the foregoing may be concluded that an approach to (media) literacy and communication may imply more than would appear at first sight. In view of this, reference will subsequently be made to the <u>Programme for Media User Guidance</u> followed by schools in the Transvaal. (Incidentally, it should be pointed out that we are referring to a <u>Programme</u>, not a <u>Syllabus</u>. The latter term may indicate a more formal type of subject training for a certain grade or standard, usually implying formal testing, examining and/or evaluation. The term 'programme' presupposes a document which outlines <u>work</u> to be done according to an organized scheme; in other words: a scheme of work.)

Everybody realizes that classroom teaching alone no longer suffices to equip pupils for what is demanded of them. Classroom teaching must be enriched and/or supplemented by the facilities offered by the media centre. Pupils must learn that the media centre has sources available for answering every question and supplying any information that may be required. However, the media centre can succeed in making these sources accessible to its users, only if they are able to locate, understand and assimilate them. This implies that the user (pupil) should be <u>systematically</u> orientated, given adequate opportunities to acquaint himself with and to make personal use of the various information media.

In order to achieve this aim the Transvaal Education Department had since 1973 developed a purposeful and progressive programme which culminated in 1979 in the <u>Programme for Media User Guidance</u> mentioned earlier. Initially

it was known as a programme for Book Education,[10] but since 1979 school
libraries in the Transvaal have been converted into school media centres.
Schools were required to house all their teaching and education media (con-
sisting chiefly of audio-visual media formerly used by teachers in the
classroom) in the school media centre which was responsible for their clas-
sification and control. This ensured that all available media in the school
were at the disposal of everyone (teachers as well as pupils) and could be
used to integrate classroom teaching with the resources of the media centre.

PRACTICAL FUNCTIONING OF THE PROGRAMME FOR MEDIA USER GUIDANCE IN THE SCHOOL

From their very first year at school young pupils get acquainted with
relevant media from the school media centre, which their class teacher re-
ceives as a so-called "block loan" for informal, integrated use in the
classroom. There is a media-corner in the classroom with a specially-designed
cabinet where these media are kept (simple picture- and storybooks, gramophone
records, pictures, etc.) These are exchanged by the teacher for new material
from time to time. This naturally provides opportunities for differentiated
education - pupils can enrich themselves through independent use of these
media, while the teacher pays attention to those pupils who require individual
assistance. Correct handling of books and other media are inculcated even
from this early stage.

From their fourth to their ninth year at school (from the senior primary
to the junior secondary school phase), pupils receive formal media user
guidance for one fixed period per week in the school media centre or an adjacent
classroom.

The Programme comprises three large components, i.e.

° Orientation of the user in the media centre.

° Development of user skills.

° Application of skills.

What follows is a brief outline of the contents of the Programme for Media
User Guidance:

A. ORIENTATION OF THE USER IN THE MEDIA CENTRE

A 1. Introduction to the types of sources.

A 2. Orientation in the housing, systematisation and use of media.

B. DEVELOPMENT OF USER SKILLS

B 1. Skill in locating sources by using the card catalogue, source lists
reading lists, bibliographies and displays.

B 2. Skill in using aids in a source for locating information.

B 3. Skill in using media.

B 3.1 Skill in using media by listening, observing and reading.

B 3.2 Skill of meaningful interpretation while listening, observing,
reading, experiencing.

- 6 -

B 3.3 Skill in selecting and systematising information.

B 3.4 Skill in presenting information, ideas, experiences, etc. after using media.

B 3.5 Skill in documenting sources used.

C. APPLICATION OF SKILLS

C 1. In the media centre skills are applied during periods for Media User Guidance and when media are used independently by pupils.

C 2. In subject teaching the skills are applied in the teaching and learning process during use of media by the teacher and pupils.

C 3. The skills are also applied in personal use of media by the pupils i.e. in extra-curricular activities, by using media at home, during visits to public libraries, museums, etc.

-   A well-organized, centralised school media centre and an active media committee that can act as a link in integrating the classroom teaching with the media centre, are essential in attaining the excellent objectives at which this programme is aimed.

The teacher obviously plays an important part in the process of success-ful integration with the media centre. By incidentally or intentionally creating opportunities in the classroom for practising the skills at which the programme is aimed, pupils may be trained to achieve perfect media literacy by the time they complete their school career - an achievement giving them access to all the latent wealth available in the information sources to be found in every media centre, and opening to them channels of communication for study, research or any other possible need.

FINALLY : BASIC COMPUTER LITERACY FOR ALL AS A FUTURE NEED

We live in the era of the so-called information explosion, and therefore traditional practices of documentation, dissemination and retrieval of infor-mation have been found inadequate to keep pace with the vast scope of knowledge. Mechanization, computerization and automation have become essential. It there-fore seems appropriate that early attention should be paid to ways of utilizing the computer in the school and media centre.

The older generation with their often inherent resistance to radical change, will probably have more difficulties in this respect than children and young people growing up today. It is interesting to note with what facility and skill children, even at preschool age, are able to master computer games; how their hand-eye co-ordination improves and how spontaneously they develop a rationale for handling these programmes.

In the light of the rapid technological development in everyday communi-cation (c.f. videotex) it would appear that we have already reached the stage when it is essential for the average person to have a basic knowledge of com-puters, as in future it will become an important technical medium in everyday living. We must therefore conclude that computer awareness, or computer literacy, will necessarily have to be an important component of teaching and education in the future.

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10. Book Education was the term used in school libraries since the early
    1950's for orientating school children in the school library.

THE PRESENT SITUATION OF SCHOOL LIBRARY MEDIA CENTRES IN SOUTH AFRICA

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1. Introduction.

As a result of its historical development, geographic location and population structure, South Africa has certain unique features. It has the characteristics of a developed Western country which lie side by side with the characteristics of a developing Third World country. These factors have also had an impact on the education system. On the one hand, South Africa has an established modern education system, while on the other hand it has to contend with considerable illiteracy which has, however, received the necessary attention in recent years. Nevertheless, the situation is still being hampered by a shortage of adequately trained teachers, a lack of effectual buildings, a need for handbooks in the indigenous languages and limited finances.

The education departments of the four provinces: Transvaal, Natal, Orange Free State and Cape, are responsible for the education of Whites, while three other state departments control the education of Coloured, Asian and Black pupils. The same core syllabi, compiled by an inter-departmental committee, are used by all education authorities, while the same standards apply to all pupils in the school leaving examinations. Unfortunately, the general standard of education for Blacks at present, is not on par with that of the other population groups. This can be ascribed to the fact that many Black Teachers are under qualified. However, the Government is committed, within South Africa's economic means, to bringing about educational parity for all pupils as soon as possible. To achieve this goal, the budget of the responsible state department has increased by 1 600% over the past ten years and at present totals nearly $ 600 000 000. Furthermore, the private sector is also making available considerable sums of money.

2. School Library Media Centres.

It is only to be expected that school library development is inextricably linked to the educational development, and will inevitably display the same pattern. School library systems in South Africa display a wide range of development. One department has a highly sophisticated school library system, while another is in the early stages of development, and the rest lie somewhere in-between.

2.1 In 1 9 4 7 , the Transvaal Province was the first to create a post for a school library organiser. Shortly afterwards, a central education library service was established to initiate and support school library services.

Today, the Transvaal Education Media Service's staff numbers approximately 100 people who serve the +/- 1 200 schools and 26,000 teachers in various ways. It also acts as the leader in the field of school librarianship in South Africa. The following central services are rendered amongst others to schools:

The compilation of a regular Media Guide reflecting the books, periodicals and audio-visual software available and recommended for the school media centre. This guide is particularly valuable to the isolated country schools which have no efficient book-sellers. The items appearing in this guide are housed in a model media centre which simultaneously acts as a guidance centre. Furthermore, the Media Guide forms the basis of a central cataloguing system which the Education Media Service provides for school media centres. Eight media advisers visit schools and undertake in-service training to give guidance in the organization and use of the media centre in education. With the exception of the smallest primary schools, the Transvaal schools have efficient school library accommodation which is now being gradually extended in order to equip media centres with a variety of hardware and software including the necessary look-and listen facilities for pupils and teachers. Schools with 400- plus pupils have a full-time teacher-librarian. Persons wishing to fill such posts must possess an education diploma, while additional qualifications in school librarianship or librarianship are strongly recommended. The necessary funds for purchasing printed and audio-visual material are provided annually by the Education Department according to the number of pupils. The necessary furniture and hardware for the media centre are made available free of charge. The Department has also officially formulated a media centre policy to act as a guide for schools.

> The policy is that in every school the school library should be converted into a media centre and that a variety of media should be integrated purposefully with the teaching and learning process and the education programme of the school.
>
> The multi-media stock of the media centre consists of printed media (books, periodicals, pamphlets, brochures, illustrations etc.) and audio-visual media, comprising audio-visual software (transparencies, slides series, filmstrips, sound recordings etc.), and audio-visual hardware (projectors, tape-recorders, cameras, etc.) .

To achieve this goal, pupils receive formal training from their 4th school year in the use of media during Media User Guidance. Another important function of the Transvaal Education Media Service is to maintain an educational library and information service for the teachers and research workers of the Education Department.

2.2 In contrast to this sophisticated development of school
library services and facilities, the Education Department for
Blacks experiences such an enormous influx of pupils (1 mill-
ion in 1955 and 3 1/2 million in 1982) that it is difficult
to provide basic education facilities in the wake of this pupil
explosion. All new secondary schools are, however, equipped with
efficient school library accommodation and the required staff.
The provision of an adequate stock, specially in the indigenous
languages poses several problems. It is in this area that busi-
nesses can make a valuable contribution by making funds avail-
able for purchasing books and other media and for the holding
of in-service training courses especially in urban schools.

2.3 At the non-official level the following points may be high-
lighted:

. In 1981, the first national conference on school librarianship
was held, to bring about closer co-operation between the different
relevant bodies in South Africa. One of the aims of the confer-
ence, viz. to form a national library association, has not yet
been realised. Today two provincial associations exist in this
field, viz. the Transvaal School Media Association which was
established in 1958, and the Free State School Media Centre Associat-
ion which came into being in 1981. The Transvaal association pub-
lishes the only South African school library journal entitled:
School media centre.

. In 1981 two British school media specialists, Dr. & Mrs. Beswick
visited South Africa to study the local school library situation,
and to make recommendations for its improvement. In the short time
at their disposal they visited many central services and schools,
and arrived at the conclusion that the authorities have provided
schools with basic facilities, but the intensive use of these fa-
cilities is hampered to a large extend by a rigid examination
system. Another deficiency which their report highlighted, was the
training of teacher-librarians. They strongly recommended the ne-
cessity of a double qualification, viz. in teaching and librarian-
ship, " we hope that courses will as far as possible be operated
on enquiry and library-media-using lines, and concentrate on prin -
-ciples and the development of understanding rather than training
for the present practices of a particular province" . (Beswick,
N.W. and B. School library media centres in South Africa. -
Bloemfontein: University of the O.F.S. 1981. - p.20).

. In 1982 the Department of Library and Information Science at
the University of the Orange Free State, initiated a three year
research project to determine the present situation in relation
to school libraries in South Africa, and to identify deficiences.
It is hoped that such studies will make a positive contribution to
the improvement of school library media centres in South Africa.

As part of this project a start has been made in compiling a computerised Index of South African School Library Literature which will be an important source for research in this field.

3. Practical Demonstrations.

After this short introduction to the group session, the following programmes will be presented.

3.1 Firstly, Mr.J.E. Schutte, Head of the Department of Library Science at the Pretoria Teacher's College in the Transvaal, will explain "Media Literacy": a prerequisite for communication in the media centre."

3.2 Secondly, two video-programmes will be shown. These programmes demonstrate the dual image of school librarianship in South Africa. The first programme illustrates the creation of basic facilities for a number of schools for Blacks in Soweto outside Johannesburg through the activities of the READ programme.
READ (Acronym for Read, Educate and Develop) is a non-profit organisation which provides libraries for Black schools throughout South Africa. It not only provides the books - it trains the teachers to use them to best advantage in developing in pupils the skills of questioning and research, functional literacy, and an understanding of the world of work.

READ came into being in 1979 in response to growing feelings of concern amongst the community at large over the lack of library facilities in the black school system. The Government has committed itself to an urgent and extensive upgrading of black education, but now, and for some time to come, its priorities will inevitably be the provision of classrooms and the training of teachers. There will be few resources available for the establishment of adequately stocked school libraries.

The high pupil-teacher ratio and less adequately qualified teachers result in a tremendous need for individual study and the library facilities that provide for this.

With the critical shortage of trained manpower in South Africa today, it is essential to raise the level of literacy in order to be able to provide personnel with the basic reading skills needed to make further training possible. Thus the establishment of school libraries and reading programmes is of vital importance.

Against this background, READ has been able, and will continue, to mobilise the resources of the private sector in order to provide this crucially important educational facility that otherwise would be lacking.

The READ programme consists of a High School and a Primary School Project.

High School Project

READ has structured a three-phased high school project for urban
high schools able to send a teacher-librarian to control points
for training, and is in the process of structuring a separate
scheme for rural schools.

Phase 1

A core-reference library is installed consisting of a standard-
ised book stock which has been determined by librarians in con-
sultation with black teachers. The syllabus has been taken into
account as well as the need to broaden the general background of
the pupils. The average cost of the core-reference library is
$ 3 000 per school.

Phase II

Fiction is added to the reference libraries.

For this scheme READ finds sponsors willing to contribute $ 500,
and each school matches this donation with their own contribution
of $ 500. A fiction list has been researched and block-buying en-
sures maximum discounts, the benefits of which are passed on to
the school.

Phase III

Teacher-librarians are trained to administer an intensive course
in reference techniques for pupils in Std. 8 and 9. The purpose
of this course is :

(i)   To improve the academic results of the school leavers

(ii)   To equip pupils with techniques which will help them in
       their future careers, and

(iii) To improve teaching techniques.

For this scheme specific reference books are put into the libraries
and the pupils are taught how to use them.

This scheme costs approximately $ 500 per school.

Primary School Project

Box libraries

No primary school has a specific library room or library books.
At present, pupils only have a reader and textbooks.

The box library comprises a carefully selected range of books to meet the exact needs of the children in each class, housed in an attractive, specially designed, lock-up box.

The boxes may be carried and exchanged between classes. On end they are like a bookshelf and, being modular, they can be stacked in any desired arrangement.

This scheme costs approximately $ 250 per class.

Courses

Each phase of each scheme is instituted at carefully designed courses. The books are given out, discussed and processed in area workshops.

The value of the project lies in the fact that the best possible books are chosen, the courses are entirely practical, and at the end of each course the teacher-librarian returns to his/her school with a batch of beautiful new books (particulars taken from brochures of the READ programme).

3.3 The second programme demonstrates the curricular use of the school library at a school for Whites in Durban. This school has had basic facilities for some time, but the actual integration of library resources with daily teaching is still being developed.

THE AECT NATIONAL STUDENT MEDIA FESTIVAL (USA)

(Presentation to be supplemented with 2 x 2 slides and pro-
jected samples of award-winning student productions)

William D. Schmidt, Central Washington University, Ellensburg/
Washington, USA

We often hear that participation in sports is one of the best ways
to learn teamwork. Sport competition is not the only activity
where teamwork is learned. Planning and shooting film, television,
or other media programs require the individuals involved to comm-
unicate and work co-operatively with each other and the public.
This is one of several reasons why student media festivals have
been organized throughout the United States. Other reasons for
starting a student media festival are: (1) To recognize and award
outstanding media productions made by students. (2) To increase
the visual literacy of students by their learning how media pro-
grams are produced, When they learn to manipulate images, they
see the manipulation in what they watch. (3) To discover how
students of today see the world around them. We can learn and
better understand young people by viewing their productions.
(4) To encourage the use of media productions as a means of en-
riching the educational process. The research activities in plann-
ing a production can be of great educational value.

The first known state student film festival in the United States
began in California in 1966. In 1973, several individuals involved
in the California Student Film Festival showed some of the winning
films at the annual convention of the Association for Educational
Communications and Technology (AECT). Seeing the creative work of
students sparked an interest among members of the audience, and
this led to the formation of the AECT 8mm Film Festival Committee
that same year. That committee, later renamed the AECT Student-
Produced Media Task Force, was composed of media specialists
interested in providing students with a forum for showing and
evaluating their work. The group decided to have a showcase of un-
judged student films at the next two AECT conventions, and to have
the first AECT National Student Film Festival in 1976, at the
Anaheim, California AECT convention. Entries were to be restricted
to super 8mm. It was felt that students had avenues for recognit-
ion in 16mm. The festival was to be a judged event, and it would
accept work from students from kindergarten through college.

Meanwhile other states initiated state student film festivals.
Winning entries in these state festivals were submitted to the
AECT festival. Many of the co-ordinators of these state festivals
were also members of the AECT Student-Produced Media Task Force.

In 1977, pressure was put on the task force to broaden the AECT
festival to include videotape and sound/slide programs.
Consequently, at the 1978 and 1979 AECT conventions showcases were
organized to show student work in those two additional mediums.

Finally in 1980 the separate 8mm festival and videotape and
sound/slide showcases were converted into the AECT National
Student Media Festival. Entries in each of the three media
were judged prior to that year's AECT convention in Denver,
Colorado. The winning entries were shown to convention atten-
dees. This pattern remains in effect up to the present. Next
year's AECT National Student Media Festival will be in Dallas,
Texas, January 20-24, 1984.

And now for a look at some of the award-winning entries. Most
of the productions you will see represent a 'first effort' on
the part of the young media producers. Consequently, usually
there are some flaws in their work, but in the eyes of the judges
they see potential and promise. First I will show some films
that have received awards through the years. Then I will show some
videotapes of award-winning films and videotapes. Finally, a few
additional films will be shown. The program that you received upon
entering this session will give you the details on each production.

Videotapes	Films
" The Final Exam"	" The Entertainer"
" Procession"	" That Time of Year"
" The Garden"	" Chilly and Silly"
" Revolution"	" Prime Rib"
"Looking Glass"	" Your Credit is Good"
" Double Identity"	" The Cowboy"
" Escape"	

I was a member of the AECT Student-Produced Media Task Force from
its beginning in 1973, and was its chairman from 1978 to 1981. I
remain committed to the work of the task force --- namely the
National Student Media Festival. It is hard work, but the pay-
off is seeing how the recognition given to young media producers
often encourages them to pursue continued work and/or a career in
the media field. In a way, it serves as a conduit for bringing
young, promising, creative individuals into a field many of us
call our profession. I know personally that many of the students
whose work has been recognized in the AECT festival have gone into
full-time media work after further college training. For example,
one is a TV Producer-Director for a major U.S. computer manufactu-
rer. Another is a media specialist for a school district. Another
is a photographer with a major New York City public relations firm
which produces TV network commercials. Another has become an in-
dependent feature film producer. For those not entering the media
field as a career, I believe that by their producing media pre-
sentations these young people gain a better understanding of the
visual experience of great magnitude which they experience in
their daily lives --- the films, the multi-image programs, the
television shows, the computer games.

If you have not been involved in a student media festival, I
challenge you to try it. You will find it to be an enjoyable,
and rewarding experience.

ON SUPER 8mm FILM

"The Entertainer"   1976, *3rd Place, Grades 7-9 Category,
3 minutes, Produced by Lisa Adams, Greg
Whiting, and Dina Anton, Garry Junior
High School, Spokane, Washington.
An experiment using pixillation and
slow motion.

"That Time of Year"   1977, *1st Place, College Category,
3 minutes. Produced by Bob Davis, Cen-
tral Washington University, Ellensburg.
Washington. A visualization of Shake-
speare's Sonnet 76.

"Chilly and Silly"   1975. Produced by Christine Shultz and
Jessaca Jacobsen, Forest Ridge Element-
ary School, Bellevue, Washington. Paper
cut-out animation. 3 minutes.

"Prime Rib"   1975. Produced by Robert Ferrigno,
Central Washington University, Ellensburg,
Washington. A look at the exploit-
ation of women through popular culture
using kinestatic technique. 10 minutes.

"Your Credit is Good"   1973. Produced by John Valiton, Queen
Anne High School, Seattle, Washington.
A personal statement of feeling toward
a drug "junkie". 7 minutes.

"The Cowboy"   1976. *1st Place, College Category,
10 minutes. Produced by Brian Pugnetti,
Central Washington University, Ellens-
burg, Washington. Documentary on elder-
ly cowboy.

ON VIDEOTAPE

"The Final Exam"   1981. *Best of Festival, 10 minutes.
Produced by Jeffrey Winterroth, Fort
Vancouver High School, Vancouver,
Washington. Video drama about an in-
cident in a high school.

"Procession"   1980. *1st Place, Grades 10-12 Category,
Super 8mm, 5 minutes. Produced by Dan
Lane, Denver, Colorado. Some rather
sophisticated animation.

"The Garden"   1981, *1st Place, Kindergarten-Grade 3
                                   Category, Super 8mm film, 1 minute.
                                   Produced by Brian Master and Teri
                                   Albert, Oso Elementary School, Los
                                   Angeles, Clever animated film.

"Revolution"   1981, *1st Place, Grade 10-12 Category,
                                   Super 8mm film, 4 minutes. Produced by
                                   Charles Simons, Andy Grasely, and Pete
                                   Block, Beaverton High School, Beaverton,
                                   Oregon, Clay animation.

"Looking Glass"   1981, video, 11 minutes. Produced by
                                   Guy Guillet, Evergreen State College,
                                   Olympia, Washington.A humorous story
                                   about TV addiction.

"Double Identity"   1982, *1st Place, Grades 10-12 Category .
                                   Super 8mm, 6 minutes. Produced by Brett
                                   Patterson, Fort Vancouver High School,
                                   Vancouver, Washington. Story of cloning
                                   oneself and the resultant problems.

"Escape"   1983, *Best of Festival, Super 8mm,
                                   4 minutes. Produced by Brian Bergman,
                                   Good Counsel High School, Wheaton,
                                   Maryland. Clever animation of toy ob-
                                   jects.

*Award received in AECT National Student Media Festival. Those
without award listing were state media festival winners who were
not entered in national festival.

CHILDREN AND YOUNG PEOPLE - THEIR INTERESTS AND CULTURAL SCENE IN THE FEDERAL REPUBLIC OF GERMANY.

Birgit Dankert, Library School, Hamburg.

Did you know, Ladies and Gentlemen, dear friends of IASL, that a German librarian's salary, a German headmaster's income depends-besides other criteria - on the quantity of the borrowed books, and on the quantity of the pupils?

For both professions, that is one of the reasons, we have a neurotic love-hate relationship to numbers and figures. I am none exception. And that is why I start my little paper with statistics, statistics about children and young adults - although statistics are boring, and we all know, that talking about human beings and their wishes, dreams and desires non statistic can ever tell the truth!

Statistical facts and their actual background in the Federal Republic of Germany today:

Remarkable evidently statistical facts about children and young adults (I am speaking about the population up to 18 years), are calling actual social-political and political-cultural challenges for the Federal Republic of Germany of today. In 1982, the Federal Republic of Germany had 61,660 inhabitants (projections are saying, that in 2,000 there will be only 56,1500 inhabitants - and nationalistic pessimists are afraid already of a "dying nation"). 7.6% of the inhabitants are foreign workers with their families (most of them are coming from Turkey, Yugoslavia, Italy, Greece, Spain, Portugal). 10,600,000 of all inhabitants are children up to 15 years. 5,330,000 are young adults from 16 up to 20 years.

As you all know, in countries of the Third World more than 50% of the population usually are younger than 15 years old. In the Federal Republic of Germany only 10,5% are children up to 15 years, and only 15% are younger than 18 years. We are an old nation, and have only a little children - that's not without interest looking at the cultural scene of children and young adults. But whenever you hear statistics of the population under 20, everybody makes a difference between two groups: the generation born until 1972, and the age group since 1972. It was the year, in which for the first time the dying-rate was higher than the birth-rate in our country (other people are calling it the year of the pill-crack).

Until 1969, we had birth-rates about 1 million a year. But for example in 1978, there were only 576,500 babies, and since four years the yearly birth-rate stands by 620,000, the dying-rate by 720,000.

For every - day life and political life these phenomenons mean that the babies of the years of high birth-rate are now young adults, looking for a possibility to study at a university, looking for a job.

And the babies of the years of the low birth-rate are now not enough to fill the kindergartens and the schools, built ten years ago. In addition to that (some people are saying in connection with), the economic situation has changed like in all other western industrial countries. Our gross national product raised in the sixties and early seventies about 4% a year - now we have not one percent.

In the definition of the Common European Market, we now have 7% unemployment. Young adults and several professions, which are working with children and young adults have a higher rate of unemployment - among them many teachers, among them many women!

Being participants of many international conferences, surely you know, that it is very dangerous to joke in a foreign language; you can be sure, that you are offending someone or bungling the point. Therefore, I only want to draw your attention to the old joke in which you can hear, that if there are three Frenchmen together they are doing so and so, three Americans are doing that or this (please use your phantasy) - but three Germans, they are setting up an association (by the way, in reality you need seven persons to found an incorporated company).

It is a politico-cultural principle of the Federal Republic of Germany to organize cultural work with children and young adults outside of schools in general in none-governmental associations and institutions: that is among other things a reaction of the governmental leaded youth-organizations during the nazi-dictatorship.

The money is coming from the government, often from the ministry of youth, family and health, from the Bundesländer, the districts, local governments and the members of an association - the programmes are coming only from the associations and institutions themselves, without any right to object of the government - but surely they can cut the money!

To assess the very complicated structure of the official German cultural scene for children and young adults (the inofficial scene is much more complicated of course!), perhaps you can split it in three types of organisations.

I.   ASSOCIATIONS AND institutions with certain skills and purposes, which have among other departments a youth department in which they are fulfilling their general skills with children and young adults, and making publicity for their purposes among the young generation, such as christian churches, trade unions, political parties, sport clubs (very powerful and rich in Germany), and other little idealistic or ideological associations.

The bigger the associations and institutions are, the bigger is the autonomy of its children - and youth-organizations. They all are working on the cultural field making music, playing theatre, discussing with authors, organizing exhibitions of their painted pictures to actual problems and so on.

They are organized on national, regional and local level. The intensity of their cultural work with children or young adults does not only depend on money, but on the readiness for dedication of the professional and voluntary staff.

II. Besides the associations and institutions which have youth departments the official German cultural scene for children and young adults, contains a very few special and independent organizations, institutions and associations. There are several groups of scouts and political organizations without a strong obligation to a political party.

III. But the strongest influence of the cultural life have special institutions, associations, activities in the cultural field in general. Believe it or not, public libraries and public or private music schools (from a subsidized association) they both for themselves are forming the most close cultural network for children and young adults: they belong to the voluntary services of a community, but besides the obligatory schools they are the only cultural institution you can find in each German middle town.

Subsidized from cities and districts too, there are well organized working groups for dance, gymnastics, photography, film, theatre, literature. In many regions they are united on regional and national level (such as the Landesarbeitsgemeinschaft Tanz, Landesarbeitsgemeinschaft Spiel; Bundesarbeitsgemeinschaft Tanz, Bundesarbeitsgemeinschaft Spiel). Members are children and young adults, the voluntary or engaged staff is employed by the board of the associations, they are selected members and voluntary working idealists like the officials of the IASL.

At international conferences you often can hear, that a scattered rural population is disadvantaged concerning cultural work and school libraries. In the surrounding of this conference you can see, that it is true for this landscape concerning school - librarianship - but really not true concerning cultural life in general. I admit, there are no breathtaking cultural events, but the continu--ous cultural work within little organizations and associations works in the country-side - especially in the northern part of Germany - dependably and delightfully.

Regular meetings, group-work, performances, awards, information and recommendation material are managed from all these cultural groups. Often they are organizing seminars and workshops in one of the numerous academies like the Akademie Segeberg, you have seen yesterday, or the "Jugendhof Scheersberg" (Youth Court Scheersberg) near Flensburg not far away from the Danish border.

In the literary field there are national organizations like the German IBBY-section ("Arbeitskreis für Jugendliteratur "), organizations with special tasks like the Friedrich-Bödecker-Kreis, which organizes author-readings in schools and libraries, or ideologically orientated groups like the socialistic "Red Elephant".

These organizations are working for children and young adults -
not with them. Most of them are incorporated associations and
get governmental grants.

The big cities have special theatres for children and young
adults - private, but subsidized theatres.

Numerous towns have twice a year cultural programmes for children:
in the summer holidays and a literature-week in November. This
literature-week was installed by the "Börsenverein des Deutschen
Buchhandels", the important association of publishers and book-
sellers, which sponsored for some years the German Reading Society
too. The Börsenverein des Deutschen Buchhandels has its own pro-
gramme of reading encouragement. The German Reading Association
was sucessful in combining television-programmes and reading en-
couragement with special TV-series, book-lists concerning TV-
programmes and further-education programmes.

All television- and broadcasting-programmes have their special
children- and their special youth-department. Television and
broadcasting are not private, not governmental, they are "Öffent-
lich rechtliche Anstalten", they are controlled and managed by
boards with representatives from all official groups of our
society. Again, I repeat, that this form of organization, like in
the field of cultural work with children and young adults, is a
democratic principle for more than 30 years - but there are more
and more doubts.

Inofficial and subcultural phenomenons for children and young
adults in the Federal Republic of Germany:

Perhaps you have the same feeling like many boys and girls in our
country " we are living in a perfectly organized society, where
there is no place for my own wishes, activities and creativity".
There is another frustration too " the official cultural work is
dependent on fixed ideological and economical interests which are
not my interests - I am making my own culture".

These frustrations are the two main starting points for inofficial
and subcultural activities for children and young adults in the
last decade of the Federal Republic of Germany.

It is not easy to give a survey about this scene. Surely you can
notice some main streams. On one side there is the alternative,
perhaps we can say the " green " movement, which prints books,
plays theatre,organizes parties, installs services, renovates living
spaces - always by considering the children and youngsters too.

The other movement is what we call the "Rückzug in die Privatini-
tiative", the retreat to the private initiative, it is more middle-
class-orientated. Neighbourhoods, parents, the staff of a company
start little cultural activities for children by themselves.

Subcultural phenomenons for young adults you can notice espec-
ially in the big towns, where the " no-future-generation " , and
its ideology is mixed up either with a strong commercial aspect
in concerts, movies and fashion of clothes or with a semi-criminal
touch in gangs, dropouts and addicts with their own information
system and moral values.

The alternative scene and the retreat to private initiatives are
in many cases the cultural avantgarde in our country. Often and
often their ideas were integrated in the official cultural work.
Many young librarians and teachers are feeling " alternative ",
and try to combine their every-day-work in official institutions
with their " green " conceptions. For the Federal Republic of
Germany one of the problems of cultural work for children and
young adults is the coincidence of computerizing and alternative
concepts in official forms of organization.

Where is the money coming from? Most of the activities are paid
 by the initiators themselves. The street-party for children of
a city-district is paid by the occupants, by the business-men, by
collecting coins on the street. The puppet-show takes money, the
youth-orchestra only wants 30 ice-creams a.s.o. The poems are
printed primitively and cheaply. Many youngsters are working volunt-
arily one or two hours a day for an alternative, private social
and cultural action. They are using the equipments, the know-how,
sometimes the materials of their place of scheduling, but they need
it for an unpaid activity.

In some cities of Germany, where the so-called "Alternative Scene"
or the so-called "Bürgerinitiativen" have grown and have made
many advances, the official municipal departments are now willing
to subsidize these activities too: in Berlin and in Hamburg
"Network"-activities and private municipal-district-work in social
and cultural fields are partly paid by the town - at the same time we
have cuttings in the official cultural work. We now have two ex-
amples in Bremen and in Hamburg, that children's libraries in a
town district should be closed because there is not enough money,
and that there were started citizen's actions to save them - as
private institutions, with mothers and elder pupils as staff - in
Bremen with the subsidy of the local government, which has cut the
money for the public libraries. In the cultural scene today meets
a change of structure and organization with a change of financial
engagement - and that is very dangerous.
Teachers, librarians and all professions, which are involved in
cultural work with children and young adults must be very watch-
ful and clever.

Special aspects on the cultural scene of children and young adults
in the Federal Republic of Germany:

Looking for special problems in the cultural scene of children and
young adults in the Federal Republic of Germany, I have chosen two
 phenomenons which - in my opinion - are international.

Looking for a typical German problem, I did some hard thinking,
and I am not sure, that it does not exist in other countries too.

I want to speak about the changing of book-culture in the cultur-
al scene of the young generation, about a very strange relation
between regionalism and internationalism in this scene. The typic-
al German aspect, I want to speak about is the relation of child-
ren and young adults to history - the re-discovery of the historic-
al dimension.

Changing of book-culture in the scene of the young generation:
Participation in book-culture guarantees no longer social ad-
vancement in the Federal Republic of Germany. Fiction and inform-
ation is given easily and for great parts of children and young
adults more effortless in the audiovisual media than in books.
So what about the book-culture in the Federal Republic of Germany?

After the USA and the Soviet-Union we are the biggest book-
producer - for a very small German-speaking area. We are pub-
lishing about 65,000 new titles a year. Round about 2,500 titles
are particularly written or published for children and young adults.
But who is reading them and what is the reading matter of the young
generation?
All explorations of the last years give the same answer: the
education level of the parents, the profession of the father,
the level of the own education, the role of literature in the peer
group, and the role of literature in the school determine the in-
dividual reading matter of a child and a youngster.
Librarians know, that if there is a well-equipped library nearby
up to 80%, of the children between 7 and 13 can be made to regular
readers. From elder inhabitants an average of 10% are regular
readers of Public Libraries. But that is a professional insider-
statistic, and has only a little value to know book-culture and
its changing.

Books are available, books are present, but even today not as a
self-evident object for all social classes. The academic German
tradition with its high developed book-culture today has a fate-
ful consequence. All the prejudices against the ivory-towered
academical world and the brandnew mental reservation against an
invasion of unemployed graduates strike back the immense efforts
of reading encouragement.
Vice-versa: looking at the book-scene for children and young
adults you would not suppose that our scientific libraries have
high-developed on-line and off-line-computer-systems. There is
no connection between the knowledge of the multi-national German
concerns (Bayer, Siemens a.o.), and the reading culture.

Optimists hoped some years ago, that the new audiovisual media
would install a real democratic society concerning amusement and
information. But today it seems, that the entrance in the area of
computerized information and amusement again has two doors: for
all children TV, video-cassettes,video-games - informal amuse-
ment; only for the well-educated, for the determined children
pretentious amusement and access to the more and more computer-
ized information.

Besides it exists the phaenomenon of cult books like the authentic
documentation of a very young drug-addicted girl " Wir Kinder vom
Bahnhof Zoo " (Children from the Berlin Railway Station   and
drug centre "Zoo"), and the fantastic novel á la Tolkien   " Die
unendliche Geschichte " (The endless story) written by Michael
Ende.
These cult-books unite readers from 12 to 30 years, a fact we never
noticed before. Perhaps the US-researcher Neil Postman has found
the answer of the question how this can be possible. His new book
" Das Verschwinden der Kindheit " (The disappearance of childhood)
demonstrates, that the consequent   training and use of printed and
audivisual media, and the necessity of integration in an media-
dependent society destroy the characterics of childhood.

Regionalism and Internationalism:

Feeling at home, speaking the mother tongue, having on the familiar
clothes, hearing the old stories again and again is important to
develop a cultural feeling of identity. We all know very well,
characteristically since we began to loose it. The children and
young adults of the Federal Republic of Germany loose it in a
special way.

After the Second World War, we learned the democratic rules and
conditions from the US- and English occupation forces, later on our
political and economical partners.Starting a western orientated
democracy, becoming a wealthy economic power internationalism in
culture was one of the great presents of the time after the Second
World War, but it is Janus-faced. The great foreign influence in
culture, the development of the big cities, a free and none-con-
trolled society with various systems of moral and political values
stimulated the feeling of forlornness.

When in the sixties and seventies the groups of foreign workers were
coming, the German society first was helpless to understand, that
there were children who have extremly this feeling of forlornness.
The German society needed many years to recognize, that these child-
ren need their own cultural programme in kindergartens, schools,
libraries and youth centres to keep their identity.
Today remarkable parts of the younger generation wish little cult-
ural units easy to survey - stories of the own town, of the own
town-district, in a dialect of the region, broadcasting-programmes
with regional news, traditional meals and cultural programmes, they
can handle by themselves. This development has nothing to do with
nationalism or even chauvinism. It is the answer to the cold inter-
nationalism of airports and show-business, to the anonymity of the
big cities and the understanding, that a levelled one-way-culture
is no cultur.
But this opinion is Janus-faced too. To resolve the challenges and
problems of the future you have to overcome international missions,
to take international responsibility.

To give an exaggerated example: it is our task to educate the little
girl of a Turkish foreign worker with the international developed
didactics and technologies in her own cultural environment, to in-
tegrate her in the German society, and to make her able for a miss-
ion in the fields of international work. This strange interdependence
of regionalism and internationalism in culture in my opinion is one
of the most exciting cultural problems of today and tomorrow.

The re-discovery of historical dimensions:

In two shoves the historical dimension became a sacrilege in the
Federal Republic of Germany. After the Second World War, the time
of Nationalsozialism was repressed, and the German history was
soiled. And in the meaning of the student revolt in the late sixties
and early seventies history was read as a monument of power, author-
ity and suppression. The emphasis laid on a better future.
Countries with an undisputed tradition hardly can imagine, how dist-
urbed the relationship to history and our own past in the cultural
life of the younger generation was. For more than ten years there
were no big exhibitions of our own history, there were no child-
ren books of our every day life in former times, there were only in-
completed instructions and hardly none new ideas of childhood and
youth in the nineteenth century or the first decades of the twenties.
But times have changed in the last years. After the disillusion of
the student revolt, and the turn from extrovert efforts to change
the world to an introvert inquiry of the own person it followed
logically the question " from where am I coming " ? and with this
question the re-discovery of the historical dimension.

The museums have engaged specialists and have developed special
programmes for children and young adults. Many little towns have
installed a museum with objects of the past every-day-life -
children are fans of these museums. The children's literature and
the literature for young adults takes in consideration again hist-
orical events. Grandmothers and -fathers are invited in school-
classes and youth-groups to tell about their childhood and exper-
iences in former times. And the researchers are no longer ashamed
when they confess, that their subject is the history of German
school librarianship, the history of German's children's liter-
ature, the history of childhood in the last two hundred years.

Although,I have told you facts, they seem to be theoretical, not
full of life. Therefore finally, I want to give you three daily
routines of German children and young adults - concerning their
cultural scene and interests:

The day of the 18 years old Renate begins at 5 o'clock in the morn-
ing.She lives with her one sister, two brothers and her parents,
who both are working in a car-factory, in a four-room rented flat
in a new constructed suburbia of one of the big German cities
with several million inhabitants. She hears radio while standing
up and having breakfast with her mother. At 5.30, she goes to the
station of the high-speed railway.

During the drive to the textile-mill where she is working as an
unskilled worker since three months,she reads a booklet of
trash literature, later one of the most famous German tabloid
" Die Bildzeitung ". At 6.15, the early morning shift begins.
In the hall of the factory, there are hanging out programmes for
further education courses of the city, trade unions, and the fact-
ory itself: courses of art, literature, sports,languages, fancy-
work and political engagement. Renate thinks over if she wants
to visit a course in Spanish, because she is planning a holiday
trip to Spain in her first holidays with her first self-earned
money. During the shift - she is sewing by the piece - there are
transmitted soft hit songs, carefully selected by a psychologist.
In the pauses, Renate speaks with her Turkish and Greek fellow
workers about a group of punks, standing in front of the factory.
They do not like them, and do not look at them as an interesting
subcultural phenomenon, but as parasites - while they themselves
have to work very hard. At 3 o'clock, she goes home, eats alone,
changes clothes and leaves for the christian youth centre.
She is not religious, but she calls on the youth programme of the
parish. There she is playing table-tennis and flipper, listening
to the pop-music. Later on she has to go shopping for the whole
family. Supper discussion is boring, since she has found a job
after a year of unemployment: she wishes to move now in a flat-
sharing community with her boy-friend, when he is back from milit-
ary service. Furious she leaves the flat and goes to the nearby
discothek, dancing until 10 o'clock, and returning home to bed,
reading on the story of trash literature in the booklet.

The father of the 15 years old Ulrike is a well-known lawyer in a
middle town of 40,000 inhabitants. The mother works in his pract-
ice in the morning. Ulrike is the typical only child of the higher
German middle-class. The family is living in a one-family-house in
a green municipal district. She stands up at 7 o'clock, hearing
pop-music. At breakfast her father reads two overregional news-
papers, and speaks about the actual development of the dollar rate
of exchange. Her mother brings her with her own car to the new
comprehensive school, situated at the outskirt of the town.
Driving she reminds Ulrike of the concert of the municipal music
school, in which Ulrike has to play the clarinet.
During the lessons in several groups up to 25 pupils Ulrike dis-
cusses with her girl friend the old Hollywood movie of the fifties,
they had seen on television last night.
In the German instruction they are reading a novel of Günter Grass,
written in the fifties too - they do not notice it, there is no
connection between these two objects of culture. Back at home
at 1.30, having had lunch with her mother, she reads the letter
from her pen friend in Orleans the French twin town. After that
she goes to the riding lesson in the riding club, her parents and
she herself are members of. On the way back she visits the pub-
lic library, looking for information about the subject, she has
to prepare an essay for school. She goes to the book-stock for
adults - looking hastily at the new fiction-books: she likes
fantasy - fantasy.- fantasy.

But the new novel of Tolkien is not in the library. It often
takes more than four months after being published. She will buy
the book at the bookseller's it will be one of the hundred-and
eleven books she owns. Strolling home, she passes the municipal
youth centre, where there is a photo-exhibition of Amnesty
International. She is impressed and decides to engage herself in
this association. Coming home at 5.30 p.m., it is time to work
for school for two hours - she is a good pupil. At supper her
father complains about her sloppy clothes - he does not know,
that they are imported from Italy, imitating Arabic-Nomadic
costumes, and that they are very expensive. At 8 o'clock p.m.,
she and her boy-friend are going to the newly opened tea-room,
where a little group of women's lib are singing songs for peace
and against Pershing II.
Being early and completely enlightened in all sexual facts, she
and her 16 years old boy-friend discuss once more the decision
of sleeping together, there is no result. Lying   alone in bed, she
listens to the tape recorder, it is playing the international
hit-parade. She has forgotten to excercise with the clarinet, her
mother will be angry.
Ulrike's every-day-cultural-life is a mixture of official and
non-official activities, which are here and now easy to combine.
But how will it be in the future?

Peter is the 8 years old son of a little farmer in the very northern
part of Germany. He has two elder sisters, and lives in a farmhouse
near a village with 3,000 inhabitants. Waking up, Peter hears the
new German pop-music in the radio. If there is enough time for
breakfast, Peter hears how the parents are talking about the news
of the local paper (which is in reality not an independent but a
local edition of a central newspaper). 7.30 a.m. the school bus
is coming, bringing him with other children to a central school,
situated in the intersection of four villages, which are running
the school in co-operation.
In the school bus he looks at a comic, a printed US-licence. He
is very proud, that he is able to read now most of the text too.
In his school bag he has the school books for his curriculum,
other books than a person of the same age in Bavaria - because
we have cultural federalism, and each land permits other books
after a state controlled verification. In the school bag there
are also two books for young readers. He has borrowed the books
from the mobile library, which comes every three weeks to his
school. He does not know how many efforts children's literature
experts, librarians, teachers and cultur politicans have made to
write, produce, select, buy and offer the books to him. He does
not like them. He feels a child reading them and feels a little
bit older, looking at the comics like his 12 years old bus
neighbour.
After school, going by bus for 40 minutes again, he is at home at
half past twelve - it is the early bus, his sisters are coming with
the late bus at 2 o'clock p.m.   Until lunch,he plays with his
plastic cars, a japanese production, because it is forbidden to
play video-games without his sisters, and on a usual weekday -
they were too expensive when his grandparents bought them at
Christmas.

AFTER lunch at 3 o'clock p.m., the father of his friend takes
them with his car - a Japanese production too - to the football
field. There the father is once in every two weeks a voluntary
leader of the junior class of the football club of the village.
The club gets money from the village government for its activities.
At 5 o'clock p.m., Peter is home again and does his work for school.
At 6 o'clock p.m., he and his sisters look at television - not the
programme   produced for them, but at the series, the managers
of the television advertising have purchased from USA, France
or England. It is not interrupted by commercials, but for 30 minutes
they look at the commercials too - knowing all advertising slogans,
and using them like poems. Peter is allowed to see the news, and goes
into bed at half past eight p.m. But under his bedspread for the
first time he has a book from Enid Blyton, a class mate has re-
commemded it to him - he got it as a birthday present, it is coming
from the book-seller in the 30km distant district town, where they
are offering paper and office material too. Then he dreams his fa-
vourite dream: being a drummer boy in the local youth orchestra.

Little Peter is a useful example to ask us: how do we want to link
with responsibility regional cultural activities with international
cultural phaenomenons and necessities?

A short summary:

I.   Cultural work with children and young adults in general is
done in non-governmental associations, institutions and organizat-
ions, subsidized by the ministry of youth, family and health, by the
counties (Bundesländer), and their ministries, by districts
and local governments.

II.   The official cultural scene is managed in general by youth
departments of the churches, trade unions, political parties,
sports clubs and other idealistic or idealogical associations, by
kindergartens, public libraries and further education institutes
which are voluntary tasks of the communities and by special instit-
utions, associations and activities in the cultural field.

III. Alternative cultural work is done in groups of the " green "
movement and in citizen's actions. Both often play the role of the
cultural avantgarde and in some cases are now subsidized by public
grants too.

IV.   The changing of book-culture, a strange interdependence of
regionalism and internationalism, the re-discovery of the historical
dimensions are belonging to the very interesting aspects of the
cultural scene for children and young adults in the Federal Re-
public of Germany.

"Between the Idea and the Reality ...."

Anne Taylor, The Queen's University of Belfast,
Northern Ireland

"Between the idea and the reality
Falls the Shadow."

Thus wrote T. S. Eliot in The Hollow Men, a poem which comments on modern

man's sterility and emptiness, his "headpiece filled with straw". The

question I wish to pose in this paper is whether or not there is a shadow

between the high ideals of librarians, with the excellent provision of

literature in libraries for young people, and the reality of the

indifference, apathy, perhaps even hostility, shown by many of these

young people towards books and reading. Are we bringing up a generation

of children whose heads are filled with pop and pulp, whose imaginations

are underdeveloped and whose sensitivity has been blunted by the crude

assaults of twentieth century society? Perhaps so, but as librarians

and educators we know it should be otherwise. Listen to George Allen,

formerly one of Her Majesty's Inspectors of Education, with English

literature as his discipline:

> "The experience of books is ultimately part of the process of
> coming to maturity: the maturing process is essentially a
> personal matter and the boy or girl who can enter into the
> experience of books is likely to grow into a larger and more
> complete person. That is why the experience of literature
> should be central in education and it is for this end that
> all are working."

Listen also to William Walsh, in the Preface to his fine book,

The Use of Imagination:[1]

> "Of all studies, that of literature is the discipline which most
> intimately affects the character of a person's self, which most
> radically and permanently modifies the grain of his being."

There is no shortage of surveys on children's and young people's

leisure-time reading interests, stretching back to the earliest study

published in Great Britain in 1888, while in the United States the earliest work in the field appeared in 1897. There was an intensification of interest in the twenties, and in the United States three large surveys were undertaken: by Jordan in 1921 (revised and augmented in 1926), by Terman and Lima in 1925, and by Washburne and Vogel in 1926. The method used in all three was that of asking the children to provide information about their reading and the degree of their enjoyment of it. A weakness of all three studies, and of many later ones, is a dearth of information about the population from which the samples of children were drawn and of details of any sampling techniques which were employed. Another problem which these surveys highlight is the difficulty of obtaining a true report from the children, who tend to supply the answer they think the investigator expects, or the answer their teacher would like them to give, rather than admit to low taste or to no reading at all. Thus when Terman and Lima gave a questionnaire to 1827 school children in grades 1 to 8, asking each child to list the four or five books he or she had most enjoyed reading during the past year the titles were, fairly predictably, for boys, Treasure Island, The Call of the Wild, Tom Sawyer, Robinson Crusoe, and The Three Musketeers, while girls offered Little Women, Anne of Green Gables, Ivanhoe, Little Men and Treasure Island. Not surprisingly the authors deduced from these two lists that boys prefer stories of adventure and mystery, girls prefer stories of school and home life.

Washburne and Vogel's The Winnetka Graded Book List first appeared in 1926, and was later republished as What Children Like to Read. The investigators asked children to fill in what they called a 'ballot' on every book read during the year 1924-25, and this involved ticking one of the following statements:

    One of the best books I ever read.
    A good book, I like it.
    Not so very interesting.
    I don't like it.

Over 100,000 ballots were received on some 9300 books, a much larger sample
than had previously been investigated, and the judgement of professional
children's librarians was used to grade the books in terms of literary
merit.

Lazar's study of <u>Reading Interests, Activities and Opportunities of Bright</u>,
<u>Average and Dull Children</u>, published in 1937, looks at 4300 children aged
10, 11 and 12 in New York. Account was taken of IQ scores and of socio-
economic background, and results showed that the former was more closely
related to the number of books read than was the latter, though the latter,
as one might expect, correlated highly with the number of books in the
home.

In Great Britain the first notable survey was carried out by
Jenkinson in 1938, with the results published in 1940 under the title
<u>What do Boys and Girls Read</u>? This was a sizeable survey, with a
questionnaire being answered by nearly 3000 children, 1570 boys and
1330 girls, and the pupils were asked to name all the books, with the
exception of those studied as set texts in school, which they had read in
the past month, and to place each title into one of seven stipulated
categories. There were also questions about newspaper and magazine reading,
poetry, plays and cinema-going. Jenkinson's book gives a detailed break-
down of his results, but briefly his findings are as follows:

Adventure stories were most popular with boys of all the age levels (12-15).
Girls give more time to stories about home life and to school stories, with
an increasing interest in love stories. Detective stories were popular with
boys, but only a small percentage of girls of 15+ read this <u>genre</u>.

In comic reading, each sex had its preferred three comics, with no overlap
at all. Older girls moved towards love magazines, boys enjoyed hobby-
orientated magazines such as <u>Meccano Magazine</u> and <u>Cyclist</u>. Boys tended to

be more habitual readers of newspapers, though the more serious newspapers
were hardly read at all by either sex.

Jenkinson also investigated the reading of poetry and plays, but the
evidence here was largely drawn from school texts rather than from leisure-
time free-choice reading. The replies seemed to indicate a thin choice of
reading material available in the schools.

A short questionnaire administered to teachers also indicated that
the choice of texts, as well as the number of books studied, was meagre,
and it seemed that teachers were trying to produce adult tastes in the
young by offering only the literature of the heritage, the old-established
set books of the examinations system. Of course one must bear in mind that
at the time of this survey there were relatively few high quality children's
books available, but one reason which Jenkinson suggested for teachers
continuing to use unsuitable books with their pupils was the lack of research
into middle school reading tastes and habits.

Jenkinson argued the case for inferior literature, saying that the
policy of giving to school children only the best in literature involves
a neglect of their own childish interests, produces bad teaching and unreal
learning, and fails to contribute to the development of these interests
into grown-up preferences.

He also claimed that 'real improvements in taste are discernible as
children grow older, as their experience widens and their contact with
reality becomes broader and deeper.' This change comes about with growth,
is a developmental change unconnected with, even in spite of, what goes on
in the classroom. Enid Blyton's colourless cardboard characters, with their
predictable adventures, once filled the reading time of many of us, but
fortunately we matured to works which filled not just the time but the
imagination, and Enid was left behind, as Fred Inglis neatly describes

her, 'awful but unimportant'.[2]

But we, as librarians and book people, are the exceptions in society at large. How far have teachers come since 1940 in encouraging children to range widely in the excellent books now available? How many teachers are themselves widely read in children's fiction? Perhaps our research should start here, or in the colleges and universities where teachers are trained. More courses on children's literature seem to be needed, with in-service courses and conferences to refresh and stimulate teachers and to bring them up to date with the latest literature. Some improvements to English literature examination syllabuses have been made, however, to include recent fiction and that written especially for children. Also, in many schools there are now junior class libraries, paperback collections and displays of appropriate and attractive fiction.

To give details in this brief paper of all the surveys undertaken during the fifties and sixties would be too time-consuming, and some of them are in any case rather limited in scope. Television and the Child (1958), by Hilde Himmelweit, A. N. Oppenheim and Pamela Vince, is also a limited survey as regards reading interests, for reading was only looked at as an activity which might suffer from the growing influence of television. The findings are now dated, for while in the 1950's by no means every home had a television set, by the eighties television is virtually standard equipment in every home. One present-day influence of television, noted by librarians and teachers, is the request from children for books of programmes seen on television, such as Grange Hill, an interest which publishers have not been slow to exploit. However, this influence of television cannot be all bad, for Ballet Shoes, Heidi and The Railway Children have appeared on our screens and have presumably attracted readers, just as adults have been directed to Trollope and Henry James and Evelyn Waugh.

The most comprehensive research undertaken in Great Britain was that
of the Schools Council, under Frank Whitehead, A. C. Capey, Wendy Maddren
and Alan Wellings, and published by Macmillan in 1975 as <u>Children and their</u>
<u>Books</u>. The research was based at the University of Sheffield's Institute
of Education from 1969 to 1975, and it sought to discover 'the extent
and kind of children's voluntary reading, what satisfactions they seek
from books, and what environmental factors influence their choice'.

In 1971 a national questionnaire survey was conducted with some
8000 children of 10, 12 and 14 years old, in 193 primary and 188 secondary
schools. Follow-up interviews were held with 576 children in 34 different
schools throughout the country.

The Schools Council research team went very carefully into the
question of the sampling technique to be employed, and decided to sample
children in three year groups - those aged 10 at the beginning of the
school year, those aged 12 and those aged 14. The largest possible total
sample was to be 10,000 that is, roughly 3000 in each age group. The
sample had to select first the schools and then the children within the
schools. The research was intended to compare reading patterns between
regions of the country and between different types of school. Both
primary and secondary pupils were to be included, as the sample started
at 10+, and in Great Britain and Northern Ireland 11+ is the age of
transfer to secondary education.

The aim of the research was to categorise children's reading to
show how much children read of different kinds and qualities of
material, and then to look at the relationship between their reading
behaviour and any other aspects of their total experience which might
be associated with it. The children's questionnaire was designed to
elicit this information, and a questionnaire given to their teachers was
intended to give each child's background, his ability, attainment and

attitude to school, and also some information about each school's

organisation, curricula, English syllabus and use of books. There were

slightly different versions of the questionnaire for the primary and the

secondary sectors. As well as this, follow-up interviews were conducted

on a small sample of pupils.

One of the problems immediately encountered was the problem of

collecting information about reading, which is a habit, a recurrent

pattern of behaviour. Should one make a spot-check, collecting data at

one fixed time? Should one ask subjects to keep a diary of their reading

over a pre-determined period? Should one keep a check on borrowing from

school and/or public library over a set period? For the Schools Council

research it was decided to ask children to recall which books they had read

during the month preceding the filling-in of the questionnaire. Objectives

of the inquiry were defined thus:

1. To provide measures of children's reading behaviour in terms of

    (a) the amount of reading done, particularly of books but also

        of more ephemeral forms of reading matter and

    (b) preferences among different kinds of reading.

2. To show what sources children used for the books they read.

3. To provide information about children's use of non-literary

    media.

4. To provide an indication of children's attitudes to their

    schools.

5. To uncover those family and social differences which ... might

    relate to different levels of engagement with reading.[3]

The month on which the survey was based covered the last week in February and the greater part of March, 1971, a time when one can reasonably expect that children's reading will be neither at its peak, as it might be, say, just after Christmas, or at its lowest ebb as in the summer when sporting and outdoor activities take up the long evenings. From the table it is clear that at all age levels girls read less than boys and that there is a proportionate falling off in reading as the children grow older.

Average number of books read during one month

Age Group	Boys	Girls	Both Sexes
10+	2.68	3.28	2.95
12+	1.99	2.48	2.21
14+	1.78	2.15	1.95
All age groups	2.16	2.66	2.39

Table 12, from Children and their Books, Frank Whitehead et al. Macmillan Education, 1975.

To compare these figures with those of Jenkinson in 1940 it appears that children in 1971 were reading considerably less. Jenkinson's range fell between 3.9 and 6.5 books a month. The Schools Council figures are nearer to those of the Himmelweit survey, <u>Television and the Child</u>, but in such a comparison the differences in sampling procedure cause problems.

The Schools Council researchers then looked at the percentage of children in four different categories of reader, which they designated non-reader, light reader (1-2 books a month), moderate reader (3-4 books a month), and heavy reader (5+ books a month), and their Table 13 shows the figures here.

<u>Type of book reader as percentage of each age group</u>

Type of book reader	10+		12+		14+	
	Boys	Girls	Boys	Girls	Boys	Girls
Non-reader	15.8	9.4	33.2	23.3	40.0	32.4
Light (1-2 a month)	39.9	35.9	33.9	33.4	29.4	32.9
Moderate (3-4 a month)	28.0	30.6	21.5	29.1	21.1	21.1
Heavy (5+ a month)	16.3	24.1	11.4	14.3	9.5	13.6
TOTALS	100.0	100.0	100.0	100.1	100.0	100.0
n	1402	1345	1353	1259	1307	1173

The Schools Council research deals next with the reading of periodicals, and it was found that at all ages girls read more periodicals than boys, and also that there is some decline in periodical reading in the higher age groups, though not so markedly as in the case of book reading. Popular comics in the 10+ age group for both boys and girls were Dandy, Beano, followed for boys by Beezer and Topper and for girls by Bunty and Mandy. With 12+ boys Beano and Dandy are still in front, followed by Shoot, Victor and Goal. Girls put Bunty, Jackie, Mandy and Judy ahead of Beano and Dandy. Jackie, very much a teenage comic, is already being read by over a quarter of the girls. With the 14+ age group, boys are reading football comics, but Beano still appeals to 12.5%, Dandy to 11.0%. Girls are reading teenage comics and some popular women's magazines, and New Musical Express appears with a low 2% rating, for both sexes. These are some hobbies represented, for boys, Angling Times and Motor Cycling News. Surprisingly there is no mention of Horse and Pony, Riding or Pony in the girls' lists, at any age.

Television viewing takes up about two and a half hours on average per evening, but there is a decline in the amount of viewing at 14+. In general, boys watch rather more than girls, but this might reflect the nature of the programmes, with time given to sport, especially mid-week.

Perhaps for our purpose the most interesting aspect of this research is the range and diversity of the books read by children in the three age groups. In the achieved sample of 7839 children, 25.4% had read no book during the previous month; the remaining 74.6% made up a total of 5846 book reading children, by whom 7557 separate book titles were mentioned. These titles ranged from such junior titles as Sam Pig Goes to Market by Alison Uttley to Women in Love by D H Lawrence. Non-fiction was also represented: from Show Jumping by Pat Smythe to The Social Psychology of Industry by J A C Brown.

Classification of such a variety of titles for the purposes of analysis presents problems, for here Dewey is of limited assistance. The Schools Council researchers decided on the following categories, but even within these it was necessary to make some arbitrary judgements. The categories are:

Juvenile narrative

quality

non-quality

Adult narrative

quality

non-quality

Fairy tales, myths and legends

Annuals

non-narrative

Unclassified

The most widely read books in this list were determined by asking children tick against each book they claimed to have read one of the following five statements:

It was one of the best I had ever read

I liked it very much

I quite liked it

I did not like it much

I did not like it at all.

From this evidence the following tables were produced:

Most Widely Read Books in the Top Junior Group (age 10+)
(N=2784)

% Reading		Liking Score (1 to 5)		
		Boys	Girls	Combined
4.5	Black Beauty	4.0	4.0	4.0
2.8	Treasure Island	4.1	2.7	3.7
2.7	The Secret Seven	4.1	3.8	3.9
2.6	Little Women	-	4.0	-
2.2	Alice in Wonderland	-	3.7	-
2.0	The Lion, the Witch and the Wardrobe	3.8	4.2	4.1
1.6	Heidi	-	4.2	-
	Robin Hood	3.9	-	-
1.3	Brer Rabbit	3.6	3.7	3.7
	Tom Sawyer	3.8	3.9	3.8
1.1	Robinson Crusoe	3.9	-	-
	The Three Musketeers	3.9	-	-
1.0	Five on a Treasure Island	-	4.4	-
	Oliver Twist	*	4.1	-
	Swiss Family Robinson	4.1	-	-
0.9	The Borrowers	-	3.2	-
	Five Go Down to the Sea	-	4.2	-
	Five Go Off to Camp	-	4.3	-
	The Wind in the Willows	*	3.4	-
0.8	(Dr Doolittle	*	*	-)
	Five Go Off in a Caravan	-	4.3	-
	Grimm's Fairy Tales	-	4.1	-
	Kidnapped	4.0	-	-
	Mary Poppins	-	3.2	-
	The Secret Island	-	3.9	-
0.7	(A Christmas Carol	-	*	-)
	Five on a Hike Together	-	4.5	-
	Five Run Away Together	-	4.2	-
	Island of Adventure	-	4.2	-
	Snow White	-	3.7	-
	The Silver Sword	-	4.3	-
	What Katy Did	-	3.4	-

-: Read by fewer than 10 boys (first column)

-: Read by fewer than 10 girls (second column)

*: Insufficient ratings to yield meaningful 'liking score'

although read by 10 or more boys (first column)

although read by 10 or more girls (second column)

Most Widely Read Books in Second Year Secondary Group (age 12+)

(N=2664)

% Reading		Liking Score (1 to 5)		
		Boys	Girls	Combined
3.0	Little Women	-	4.0	-
2.6	Black Beauty	3.7	4.1	4.0
2.1	Treasure Island	3.9	3.3	3.8
1.3	The Lion, The Witch and the Wardrobe	-	4.4	-
1.2	Jane Eyre	-	4 0	-
	Heidi	-	3.9	-
	Oliver Twist	3.8	3.9	3.8
1.1	The Secret Seven	*	4.1	-
1.0	The Silver Sword	4.2	4.2	4.2
	Tom Sawyer	-	3.4	-
	What Katy Did	-	3.7	-
	Good Wives	-	3.8	-
	Kidnapped	3.1	-	-
0.8	Journey to the Centre cf the Earth	3.8	-	-
0.7	Alice in Wonderland	-	3.9	-
	Little Men	-	3.8	-
	(The Railway Children	-	*	-)
	What Katy Did Next	-	3.9	-
0.6	Great Expectations	-	3.7	-
	(The Hobbit	-	-	-)
	The Naughtiest Girl in the School	-	4.2	-
	Robin Hood	3.8	-	-
	(Robinson Crusoe	*	-	-)
	(The Wind in the Willows	-	-	-)

-: Read by fewer than 10 boys (first column)

-: Read by fewer than 10 girls (second column)

*: Insufficient ratings to yield meaningful 'liking score'

although read by 10 or more boys (first column)

although read by 10 or more girls (second column)

Most Widely Read Books in Fourth Year Secondary Group (age 14+)
(N=2527)

% Reading		Liking Score (1 to 5)		
		Boys	Girls	Combined
1.7	Little Women	-	3.8	-
	Skinhead	4.3	4.1	4.2
1.4	Day of the Triffids	3.8	4.2	4.0
	Jane Eyre	-	3.9	-
1.3	Animal Farm	3.9	3.3	3.5
1.1	Oliver Twist	*	3.6	-
	Lord of the Flies	3.7	3.8	3.7
1.0	Love Story	-	4.0	-
	Nineteen Eight Four	3.8	-	-
0.8	Where Eagles Dare	4.5	-	-
	The Chrysalids	-	4.3	-
0.8	Cider with Rosie	-	3.2	-
	Treasure Island	3.4	-	-
	Hell's Angels	3.6	-	-
	War of the Worlds	4.1	-	-
0.7	(Black Beauty	-	*	-)
	Wuthering Heights	-	3.2	-
	Ten Little Niggers	-	4.5	-
	Town Like Alice	-	4.2	-
0.6	Diary of Ann Frank	-	3.8	-
	(The Pearl	-	-	-)
	(Gold Finger	-	-	-)
0.5	Heidi	-	3.7	-
	The Hobbit	-	4.3	-
	My Family and Other Animals	-	4.2	-
	Pride and Prejudice	-	3.2	-
	(Sherlock Holmes Stories	-	-	-)
	To Sir with Love	-	3.9	-

-: Read by fewer than 10 boys (first column)

-: Read by fewer than 10 girls (second column)

*: Insufficient ratings to yield meaningful 'liking score'
although read by 10 or more boys (first column)
although read by 10 or more girls (second column)

These results are of particular interest to librarians, and provide food for thought. The fact that the perennially popular Little Women ranks alongside the sex-and-violence of Skinhead is curious, Black Beauty retains its popularity across the age spectrum, as does Treasure Island, though here the older girls have rejected it, perhaps in favour of Love Story or Wuthering Heights.

In the forerunner of this large-scale investigation, the Schools Council Working Paper 52, Children's Reading Interests, a suggestion was made that a longtitudinal study of a much smaller number of children should be made, in order to follow through their reading over a period of several years and thereby establish the specific determining influences, whether in home, neighbourhood or school, that affect changes in children's reading habits and tastes. Merril Brown conducted such a study between 1975 and 1978, with a sample of 40 children, and concluded that her findings were not very different from those of the national survey. Her conclusion is of interest to librarians, and may even be salutary:

> 'The survey showed that the diversity of tastes and interests, and
> the range of ability, in this small sample, was immense. Most
> children (and there are few exceptions) have the will to read, and
> whatever their ability or stage of development, all children need
> guidance and encouragement from interested adults if they are to
> develop their reading ability and their reading interests'.[4]

My own research was an investigation, along the lines of the Schools Council's study, of 478 Northern Ireland children, in the first three years of secondary schooling, that is, between eleven and thirteen. The pupils were drawn from both types of secondary school, and from urban and rural environments.

The sample was distributed thus:

Age	Boys	Girls	Totals
11+	80	78	158
12+	85	69	154
13+	76	90	166
Totals	241	237	478

Pupils were given a questionnaire based closely on the Schools Council format, to be completed on a day in January. The accompanying letter asked that the questionnaire should not be given on a Monday, as the preceding weekend might present a disproportionate amount of television viewing. Pupils were asked to recall those books (if any) which they had read in the past four weeks, and the following table was produced:

Average number of books read during the last month

Age	Boys	Girls	Average
11+	3.187	4.641	3.905
12+	3.565	3.536	3.552
13+	2.382	2.622	2.512
	3.066	3.553	3.3075

In the youngest category there is a 5% level of significance between boys and girls, girls reading more books per month than do boys, but there is no significant difference in the amount of reading between boys and girls at 12+ or at 13+. The age difference shows a progressive increase in non-readers and a corresponding falling off of heavy readers in both sexes. Factors here may be the increasing demands of school work, with longer homework time, the increase in extra-curricular activities, both school-based and in youth clubs, the widening interests of adolescence, and the growing independence which takes young people out of the home away from books.

Also investigated was the number of comics and magazines read regularly. Here boys in all age groups read more comics than do girls, but the average number of comics and magazines combined showed girls ahead at 11+ and 13+, but boys slightly in the lead at 12+. A breakdown by age and sex in the number of magazines, including comics, read, showed a sex difference at the 1% level at 11+, at the 5% level at 13+, and no significant difference at 12+.

Distribution of children regularly reading magazines (%)

Number of magazines (includes comics)	Youngest		Middle		Oldest	
	Boys	Girls	Boys	Girls	Boys	Girls
0	13.7	9.0	18.8	15.9	17.1	7.8
1-3	43.7	25.6	36.5	40.6	38.2	25.6
4-6	33.7	39.7	25.9	29.0	27.6	38.9
7+	8.7	25.6	18.8	14.5	17.1	27.8
Totals	99.8	99.9	100.0	100.0	100.0	100.1
n	80	78	85	69	76	90

On the question of how much reading children actually do, the following table shows the type of book reader as a percentage of each age group:

| | Youngest | | Middle | | Oldest | |
	Boys	Girls	Boys	Girls	Boys	Girls
Only a little	3.7	1.3	14.1	7.2	10.5	10.0
Not very much	10.0	5.1	18.8	10.1	22.4	14.4
About average	50.0	25.6	36.5	33.3	48.7	35.6
Quite a lot	21.2	43.6	10.6	29.0	11.8	27.8
A large amount	15.0	24.4	20.0	20.3	6.6	12.2
Totals	99.9	100.0	100.0	100.0	100.0	100.0
n	80	78	85	69	76	90

The chi square analysis showed a difference at the 1% level in the youngest age group, and at the 5% level in the other two groups. Girls are shown as giving more time to reading than do boys.

An analysis of the types of reader, following the Schools Council categorisation, produced the following table.

Type of book reader	Youngest		Middle		Oldest	
	Boys	Girls	Boys	Girls	Boys	Girls
Non-reader	12.5	3.8	18.8	10.1	21.1	25.6
Light (1-2 a month)	33.7	20.5	21.2	26.1	39.5	28.9
Moderate (3-4 a month)	28.7	33.3	25.9	37.7	23.7	26.7
Heavy (5+ a month)	25.0	42.3	34.1	26.1	15.8	18.9
Totals	99.9	99.9	100.0	100.0	100.1	100.1
n	80	78	85	69	76	90

The type of fiction read by the three age groups was broken down into:-

Children's non-quality

Children's quality

Adult non-quality

Adult quality

Non-fiction

Problems were of course encountered in the classification of some of the titles mentioned, so some errors have inevitably crept in, but so few as not to distort the results significantly. The following table shows the breakdown by age and sex:

Categories of book reading as % of all book reading for each

age-and-sex grouping

Book category	Youngest		Middle		Oldest	
	Boys	Girls	Boys	Girls	Boys	Girls
C.N.Q.	44.853	57.922	31.475	44.009	25.639	32.445
C.Q.	18.569	28.243	15.076	37.187	7.321	31.663
A.N.Q.	18.893	2.448	13.899	5.963	41.020	20.089
A.Q.	2.837	2.724	4.905	3.493	4.250	11.955
N.F.	14.848	8.664	34.646	9.348	21.770	3.849

Named favourite authors were ranked, and as with the earlier research, Enid Blyton still comes high on the list, while one looks in vain for Rosemary Sutcliff, Alan Garner, Catherine Storr, Rutgers van der Loeff and many more.

Named Favourite Authors (% of total)

(overall and split up by age and sex)

Named Author	Overall	Age Group			Sex	
		Youngest	Middle	Oldest	Male	Female
C. S. Lewis	4.4	0.6	3.6	0.2	1.9	2.5
Enid Blyton	14.0	6.3	2.3	5.4	4.0	10.0
Roald Dahl	0.2	0.2	–	–	–	0.2
Beverley Clearly	0.2	–	0.2	–	–	0.2
L. M. Alcott	0.6	–	0.4	0.2	–	0.6
L. M. Montgomery	–	–	–	–	–	–
Walter Macken	–	–	–	–	–	–
Jack London	0.2	–	0.2	–	0.2	–
R. L. Stevenson	1.9	1.7	–	0.2	1.3	0.6
Joan Lingard	4.8	0.2	1.3	3.3	1.0	3.8
Leon Garfield	0.2	0.2	–	–	–	0.2
Alfred Hitchcock	10.9	4.8	4.2	1.9	7.9	2.9
Agatha Christie	3.6	0.4	0.8	2.3	1.3	2.3
Eve Garnett	0.2	–	0.2	–	–	0.2
E. Nesbitt	0.4	0.2	–	0.2	–	0.4
Ian Fleming	0.6	0.2	–	0.4	0.4	0.2
J. R. Tolkien	0.8	0.4	–	0.4	0.8	–
Richard Adams	0.6	0.2	0.2	0.2	0.4	0.2
Noel Streatfeild	2.5	0.6	1.3	0.6	–	2.5
Others	25.9	9.6	7.9	8.4	13.4	12.6

Main Categories of 'others' Favourite Authors

	Overall	Youngest	Middle	Oldest	Male	Female
Carolyn Keene	4.6	3.6	0.2	0.8	–	4.6
Franklin Dixon	1.7	0.8	–	0.8	1.7	–
Willard Price	1.7	0.2	0.8	0.6	1.5	0.2
James Herriot	1.7	0.2	0.4	1.0	0.8	0.8
Alistair MacLean	1.0	0.2	0.2	0.6	1.0	–
Charles Dickens	0.8	0.2	0.4	0.2	0.4	0.4
Michael Hardcastle	0.6	0.4	–	0.2	0.6	–
Catherine Cookson	0.4	–	–	0.4	–	0.4
Jules Verne	0.4	–	0.4	–	0.4	–
Spike Milligan	0.4	–	0.4	–	0.4	–

The ranking of favourite authors is also depressing, with very little quality fiction, children's or adult, featuring in the lists. The popularity of Joan Lingard is accounted for by the fact that she writes about the problems of Belfast, and her books are often included among class readers as well as featuring prominently in both school and public ilbraries.

Ranking of Favourite Authors

OVERALL

		(%)
1.	Enid Blyton	(14.0)
2.	Alfred Hitchcock	(10.9)
3.	Joan Lingard	(4.8)
4.	Carolyn Keene (N.C.)	(4.6)
5.	C. S. Lewis	(4.4)
6.	Agatha Christie	(3.6)
7.	N. Streatfeild	(2.5)
8.	R. L. Stevenson	(1.9)
9.	Franklin Dixon (N.C.)	(1.7)
	Willard Price (N.C.)	(1.7)
	James Herriot (N.C.)	(1.7)
10.	Alistair MacLean (N.C.)	(1.0)
11.	J. R. Tolkien	(0.8)
	Charles Dickens (N.C.)	(0.8)
12.	L. M. Alcott	(0.6)
	Ian Fleming	(0.6)
	Richard Adams	(0.6)
	Michael Hardcastle (N.C.)	(0.6)
13.	E. Nesbitt	(0.4)
	C. Cookson (N.C.)	(0.4)
	Jules Verne (N.C.)	(0.4)
	Spike Milligan (N.C.)	(0.4)

Ranking of Favourite Authors (Contd.)

	Boys	(%)		Girls	(%)
1.	Alfred Hitchcock	(7.9)	1.	Enid Blyton	(10.0)
2.	Enid Blyton	(4.0)	2.	Carolyn Keene (N.C.)	(4.6)
3.	C. S. Lewis	(1.9)	3.	Joan Lingard	(3.8)
4.	Franklin Dixon (N.C.)	(1.7)	4.	Alfred Hitchcock	(2.9)
5.	Willard Price (N.C.)	(1.5)	5.	C. S. Lewis	(2.5)
6.	R. L. Stevenson	(1.3)		Noel Streatfeild	(2.5)
	Agatha Christie	(1.3)	6.	Agatha Christie	(2.3)
7.	Joan Lingard	(1.0)	7.	James Herriot (N.C.)	(0.8)
	Alistair MacLean (N.C.)	(1.0)	8.	L. M. Alcott	(0.6)
8.	J. R. Tolkien	(0.8)		R. L. Stevenson	(0.6)
	James Herriot (N.C.)	(0.8)	9.	E. Nesbitt	(0.4)
9.	Michael Hardcastle (N.C.)	(0.6)		Charles Dickens (N.C.)	(0.4)
10.	Ian Fleming	(0.4)		C. Cookson (N.C.)	(0.4)
	Richard Adams	(0.4)			
	Charles Dickens (N.C.)	(0.4)			
	Jules Verne (N.C.)	(0.4)			
	Spike Milligan	(0.4)			

The pupils were also asked what advice they would give to an author writing for their age group, and their replies, in order of priority, were excitement, adventure, reality, mystery and humour. Violence came far down the scale and historical fiction had a very low rating, mentioned by only 1.5% of the total sample.

So these questions remain. Do Enid Blyton, Alfred Hitchcock and Carolyn Keene supply a need in the adolescent for excitement and adventure, where Alan Garner, Leon Garfield and William Mayne have failed? Or are the young people unaware of the range of quality fiction available to them? Do parents know which books to buy for their children, do aunts and uncles plump for yet another Enid Blyton at Christmas and for birthdays? And, for us the most significant question, do librarians, in schools and in public libraries, seize every opportunity to help readers to select wisely, and play their part in forming taste and discernment in our young people? There are those who argue that to read something, however meretricious, is better than not reading at all: after all, Matthew Arnold thought that a man who read nothing but his daily newspaper had acquired some modicum of culture. Others would stock only quality literature, and so run the risk of attracting only an elite readership. So does IASL have a policy on this issue?

In this paper I have tried to focus on not just the statistics of children's readings, but on the significance of these figures in terms of the vast potential for enrichment, self-development and self-fulfilment afforded by 'the best which has been thought and said in the world', by the true culture of great literature. The message is clear: there is still much to be done, by parents, by teachers and by librarians.

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The Story of - A Story World Carnival.

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Abstract

The following lecture is a description of the Story World Carnival held in Cleveland each year since its inception in 1980, when a group of teachers and librarians decided to give children in a semi-deprived and disadvantaged area an opportunity to meet real authors and illustrators, as well as browsing amongst books at a price they could afford to buy.

Three Story World Carnivals have been held so far; the last one in March in Hartlepool, Cleveland, and it is this one from which you will see and hear excerpts.

The Story of - A Story World Carneval.

My presence here today was activated by anger; anger I felt last year in Canada, when seeing one half of the world has so much by way of books, resources, money and staff, against the other half of the world with very little to call upon, with apathy, disinterest and poverty being the order of the day. I thought, I should like to show you how a group of teachers and librarians in their own small corner of the world decided, that in spite of all the obstacles, they would do something positive to bring the world of books and children closer together.

Analysing the theme for this conference the dictionary tells us that " Communicate " means to " impart, transmit or share " , whilst Roget interprets " Communication " as an " informant, authority, teller, harbinger and herald " as well as less savoury descriptions such as " stool-pigeon, mouth-piece, eavesdropper, Sherlock Holmes, spy "!
Of these, my favourite is " SHARE " -a lovely word and one that was brought home to me when a child in my school library asked me: - "What is an author, Miss?" How could I begin to explain and share with him the authors whose books I had enjoyed, and that I thought he would also; better still to let him meet a real one and learn at first hand the craft of writing a book.

A group of us in the Cleveland School Library Association set out to put our ideas into practise, and from this was born the idea of the Story World Carnival; an occasion where everybody had the same objective - to bring the world of books and children closer together and try to break through the barrier of apathy, disinterest and disinclination to read.

Why was the area like this? For many years the North of England has been a deprived and disadvantaged area; invasion and wars followed by industry, then economic recession have made it an area years behind the lush and lucrative south east corner of England with education constantly struggling to catch up with the minimal value placed on books. Today, Cleveland has one of the highest unemployment levels in the Country.

So,why " Story World Carnival "? We wanted a title that would show how we were trying to bring the world of stories within every child's orbit, and with the mixture of activities that go with books, " Carnival " seemed to symbolize this.

Finance

This was a problem as we had very little being a non-profit making organisation but we managed to make enough through various events to warrant hiring a Church Hall for three days in the centre of Middlesbrough containing one very large L-shaped hall, an entrance area with a coffee bar and three small rooms. The large hall was used as an Exhibition area for publishers, to whom we had sold units on the stalls set up around the edges of the hall, and a children's bookshop where the children could browse and buy books if they wished. The central area was used for large group work. The three small rooms were ideal for story telling sessions with groups of around 30 children.
The local Schools Library Service and Children's Librarian had become involved and through them we had all our printing done free, which saved us something like Pound Sterling 400.

Authors

We wrote to first class authors and illustrators and assembled a wonderful collection of people whom we entertained in our own homes since we had no money to pay hotel expenses.

Amongst those who came to talk to our children that first memorable year were: - Jan Pienkowski, Leila Berg, Aidan and Nancy Chambers, H.E. Todd, Eileen Colwell, Margaret Joy, Kathleen Guy, Alex Brychta, John Cunliffe, Robert Swindells and Nobby Diamon.

Organisation

We had circulated the 400 schools in our area that the 3-day event would be held in July, and as each school applied they were booked in to the authors most suitable for their age group. Each school party had two sessions with an author or illustrator plus a third one browsing round the books and filling in the competitions we had devised for them; we averaged about 300 children per day.

Competitions

We held story writing, poetry and painting competitions in age
groups, 0-8, 8-11 and 12-16, details of which were available to
schools weeks beforehand so that the work could be judged and
put on view at the Story World Carnival.

Saturday morning was a family day when anyone could come and view
the Exhibition and the winners in the competitions would receive
their prizes - book tokens to be spent in the Bookshop!

I will gloss over the awful mistakes we made that first time;
suffice to say that we learnt a great deal, and after licking our
wounds, prepared to plan the next one!

Miraculously the L.E.A. who had not wanted to know anything about
the first Story World Carnival now expressed interest and offered
us the use of a new Primary School and Community Centre in the
heart of Stockton-on-Tees near a large Council Estate, and even
more miraculously, Puffin books were also interested, and would
share costs as well as providing a bookshop, exhibitions and
competitions.

We decided to extend the stories, poetry and paintings with a
Fancy Dress Parade on the Saturday morning, but this proved a
disaster as Stockton has a busy market on Saturday, and we managed
to bring the High Street to a grinding halt.

This time our guests were Sara and Steven Corrin, Donald Bisett,
Forrest Wilson, Jan Mark, John Loveday, Leon Garfield, Kathleen
Guy and Nobby Diamon.

We used the Community Centre to put up the Competition work and
the Puffin Exhibition and bookshop, which was an absolute feast
for these deprived children, many of whom had never been in a
bookshop before let alone been able to browse amongst these lovely
colourful books. We sold Pound Sterling 900 of paperbacks to those
children in four days - they came with their money clutched tightly
in their grubby little hands, and we made sure that there was plen-
ty of very reasonably priced books since unemployment is very high
in the area.

The Puffin firm had sent a Puffin Fancy Dress outfit to be used for
publicity, and we persuaded the Children's Librarian to put it on
and mingle with the audience at the Saturday morning prize-giving.
It was not until his voice grew faint and he sank gently down that
we removed his Puffin head and found he was nearly asphyxiated with
the heat. We managed to revive him and all was well but nobody else
would volunteer to wear the outfit.

We held a Wine and Cheese evening on the Monday after everything
had been put up, for Cleveland Headteachers to meet Sara and
Steven Corrin, see the exhibitions and children's work on show and
give us some publicity.

Another evening Leon Garfield talked about his books to Second-
ary School teachers so in this way we make sure that as wide an
audience as possible has a chance to meet the authors.

Our most recent Story World Carnival was held in March at Hart-
lepool, this time in a Victorian School that was only half used
so we had plenty of room to spread and this was marvellous. The
L.E.A. and Northern Arts were both involved in helping us finance
this one so it was not such a financial burden and we could give
our full attention to organising it and trying to avoid all the
knotty problems we had encountered so far.

Authors included Michael Hardcastle, Donald Bisset, Jan Needle,
Bob Pegg, Kathleen Guy, Peter Rushforth and Nobby Diamon. Nobby
Diamon is a very talented young man who, with some friends takes
Drama into schools. Our theme for Hartlepool was " When stories
collide ", meaning that the characters from one story could in-
vade the world of another. He produced a very imaginative desert
island which used to spell-bind the children as they entered the
room - a very big classroom, where we could take wheelchairs.

One of the lessons we learnt at Middlesbrough was NOT to have an
upstairs complex, since that first Church Hall had no lift and
everything had to be carried upstairs! Neither could we include
handicapped children and since then we had made sure that activit-
ies were on the ground floor.

So have the children gained anything from all this hard work and
effort? The answer is very definitely " YES ". In those schools
which have been lucky enough to come to the Story World Carnival,
reading interest and ability have gone up; the children look for
books written by authors they have seen and heard, they talk about
them and the spin-off in the stories, poems and art-work as a
result is tremendous.

So for all of us it has been a very satisfying and worthwhile
experience, although of course, we still have a lot to learn and
hope to improve each one as long as we are able to hold a Story
World Carnival each year in the future. Already next year's
Carnival is being planned to be held in March, and will take place
in East Cleveland - we have not yet found a site, but we will!

THE PROMOTION OF BOOKS AND READING
IN AUSTRALIAN SECONDARY SCHOOL LIBRARIES

Deane Hardwick, Lecturer, Melbourne College of Advanced Education.

'Libraries are great, mate', asserts an Australian library promotion
slogan.   A direct and positive claim that challenges doubt.   Yet the
promotion of libraries and reading in secondary schools applies equally
to the quiet, diplomatic discussion with a teacher in a literature programme
as well as to the excited, almost frenzied participation of the whole school
in a library festival.

Today I intend to provide a survey of some library promotional activities
including, working with teachers, wide · reading schemes and promotional
events.   These will be illustrated by a series of slides.

As a librarianship lecturer at Melbourne College of Advanced Education,
my work over the last eleven years has involved visiting a wide range of
school libraries, discussing library programmes, observing libraries in
action and noting innovatory projects.

I am involved in the Method of Teaching - Librarianship subject
for final year Bachelor of Education students, who are undertaking concurrent
studies in librarianship and teacher training.   This subject examines
the *educational* roles of teacher-librarians and methods of integrating
library resources in school programmes.   We consider many issues including,
the implications of different teaching and learning styles for school
libraries, display and promotional programmes and the development of
communication skills.   Students are able to relate these issues to
particular school libraries where they are placed for practical teaching
and librarianship experience during the year.

Although my observations in this paper focus on secondary school
libraries, I must stress that similar activities play a vital role in
primary school libraries.   Many of the examples referred to are drawn
from Victorian schools, which I have had most opportunity to observe,
but parallel programmes occur in secondary schools throughout Australia.

To provide a context for my discussion I will briefly outline the
place of libraries in our schools.

Since 1970, Australian secondary school libraries have experienced
a dramatic growth due mainly to the allocation of Commonwealth Government
funds[1] for building new, and refurbishing existing, school libraries.
The grants provided for basic bookstocks, audio-visual equipment and
materials. Guideline standards[2] recommended space provision, stock
levels and staff provision. Within this development the educational
role of school libraries was re-defined and specialist training courses
developed for teacher-librarians.

The new 'Commonwealth' libraries provided for the centralised
organisation, and in most cases, housing, of the school's print and non-print
resources selected to support the curriculum and cater for recreational
reading. The flexible layout of the buildings enabled separate areas
to be developed for individual, small or large group work. The libraries
were envisaged as *learning centres*, not just storage houses.

To ensure that these facilities were effectively integrated into
the teaching and learning programmes it was decided that the staff administrating
them should have not only librarianship training but also teacher training,
together with tertiary studies in a teaching subject area[3]. Currently,
thirteen tertiary education institutes in Australia conduct undergraduate
and/or graduate teacher-librarianship training.

It has been estimated that now, at least 80% of secondary students
in Australia have access to libraries 'of a substantial nature'.[4] Most
are administered by fully trained teacher-librarians with the status, salary
and conditions of teachers. This represents a substantial investment.
It disturbs me to visit some large silent libraries, whose collections
are used very little and only a few students exploit their potential.
A research project evaluating library use made the following observations:

> new libraries have a positive, dramatic impact on the quantity
> of student usage, but it is the *teacher* who has the greatest
> influence on the educational quality of student usage
>
> whereas the new library facilities affect student usage, its
> the *teacher-librarian* who most influences teacher usage.[5]

<div align="right">(my emphasis)</div>

This inter-relationship between teacher-librarian — teacher -
and quality of student usage, is critical and central to the theme of this
paper. It is my observation that library resources are best used in
those schools where the teacher-librarian has a good rapport and effective

working relationship with teachers, and is actively involved in the school's total education programme.

In some schools this relationship began at the initial planning stage when teacher-librarians, teachers and principals examined together their schools educational programme and drew up requirements for their library and its role. The building and services came later. Unfortunately, this was not always the case, and some libraries were built as separate entities which developed in isolation from the real needs of the school. There, teachers and principals were uncertain of the libraries place and potential role and the newly appointed teacher-librarians had to develop lines of communication and approaches to bridge the gap. Some have been very successful while others remain outside the general operation of the school, wondering why their resources are little used. I will briefly note some approaches which teacher-librarians in Victoria have adopted to work with teachers.

1.   WORKING WITH TEACHERS
      1. Introduction to the library and library staff
          a. First impressions can count, so the teacher-librarian
             presents herself, her staff and her facility at the first
             staff meeting each year. At one school the teacher-
             librarians in monk's habits, fed wine and cheese to the
             startled teachers as they chanted the library rules to
             organ accompaniment.
             - 'Blessed are the teachers who keep their class under
             control in the library.
                Blessed are they who leave the library in the state
             in which they would like to find it themselves next time'.
             The rules were reinforced and a good rapport established.[6]
          b. Printed guide books, including a plan locating all resources
             are distributed.
          c. Informal invitations are extended to individual staff
             (particularly new staff) to visit the library, have coffee
             and become acquainted with the range and organisation of
             resources. Samples of bibliographies, activity sheets and
             S.D.I. services are on show.

      2. On-going communication
          a. Teacher-librarian attends department meetings to introduce
             new accessions and collect from teachers lists of topics to

      be taught in the next month.   (A basis for resource
      planning or display ideas.)

  b. Teacher-librarian arranges for publishers representatives
      to bring a range of new materials for display in the library
      and teachers invited to make selections.

  c. In-service sessions are held to introduce services, for example,
      library use of computers or for retraining.
      At one school, where teachers continually sent students to
      the library with vaguely worded research assignments, 'I need
      something on ships' - the teacher-librarians spent most of
      their time trying to find out exactly what sort of information
      was needed.   The in-service session involved a role reversal
      and teachers playing the role of teacher-librarians experienced
      some of the frustrations!   For a time, topics were more
      clearly defined.

3. Teachers working in the library
    Teachers without full teaching loads are sometimes timetabled to
    work a few periods in the library.   This can be a mutually useful
    experience.   At Heatherhill High School an economics teacher
    reviewed the collection in his subject area, made recommendations
    for new acquisitions and weeded the vertical file holdings in
    economics.   Art teachers were involved in display work.   Such
    experience provides an insight into the workings of the library
    and further familiarisation with resources.   As this teacher-
    librarian said 'It's not *my* library, it belongs to everyone'.[7]

4. Teacher-librarians involved in school activities
    At one school I know, the teacher-librarian said 'the people
    in the resource centre feel they must contribute to the
    school generally and not be tied up in the library.   We are
    achieving this'.   Between the three library staff the
    following positions are held: Student Representative Council
    Leader, Staff Representative on the School Council, member
    of the Curriculum Committee, Year 7 form teacher, President
    of the Staff Association.   This library is in touch.

5. Involvement in curriculum planning
    The opportunity for teacher-librarians to be involved in curriculum
    planning has been enhanced by the general movement, in Victoria,
    away from a state dominated exam system and centralised curriculum

More responsibility has been given to individual schools and
school councils to determine their own educational policies
and develop curriculum based on the specific needs of the
school.   Subsequently, new subjects, for example, 'Equal
Rights' and 'Womens Studies' are being developed.   In one
instance, a new subject 'Human Relations', was being considered
by the curriculum committee.   When the teacher-librarian
provided evidence of the range of suitable, available resources
and suggestions of ways in which they could be used in teaching,
the subject was accepted as feasible for the programme.   This
teacher-librarian works in partnership with teachers to achieve
their aims.

5.   Introduction of creative literature to other subject areas
     Another interesting curriculum development in some schools has
     been the breaking down of traditional separation between subjects
     to form Integrated Studies or Humanities (English/Social Studies/
     History).   Within this context the role of literature may be
     considered as 'the attempts of other people to come to terms
     with human problems and questions similar to those which confront us
     in our lives.'[8] In this way Social Studies teachers have used
     the study of novels,   *Lord of the Flies* by W. Golding and
     The Chocolate War by R. Cormier to explore concepts of power,
     authority and value systems.

     In some schools fiction is seen as relevant to a variety of
     subjects.   Teacher-librarians at Templestowe Technical School
     introduced Science Fiction through the science classes by
     relating books to such themes as mutation, robots and conservation.
     At the same school the Year 7 unit, based on a study of
     I am David by A. Holm, was enriched by the teacher-librarian
     who went to the classroom and told folk tales, myths and legends
     related to each country as David's journey was traced.[9]

     In only a few schools,sadly, has the reading of creative literature
     been accepted by teachers as an integral part of their subject
     programs, but in many others, wide reading programmes have been
     established.

II   WIDE READING PROGRAMMES

These programmes aim to provide students with opportunities to sample
fiction types not normally provided for in the curriculum.   They
promote reading for *enjoyment* and aim to establish positive reading
habits.   By encouraging free 'but guided' choice of titles, they avoid
the negative response often associated with the study of 'set' texts.
The schemes are usually initiated by an enthusiastic teacher-librarian
working with English teachers.

In some schemes thematically based reading lists, including a range
of titles to cater for varying reading abilities, are compiled.   The
RIB-IT (Read in Bed) Scheme stresses the importance of this selection
to include 'titles to build up confidence in unpractised readers, whilst
others we hope will challenge and extend the more adept.'[10] These
lists include some children's stories, some books which rely heavily
on pictures (*Asterisk*, *Tin-Tin*) and some of the classics.

Although individual schemes vary, most include some form of book intro-
duction, student selection of titles, time allocation for quiet
reading and an opportunity for students to express their responses.

1.   Book introductions

   The teacher-librarian stimulates interest in selected titles
   by reading aloud   extracts or outlining the story line. Students
   note titles and are able to borrow them immediately. At Coburg
   High School the teacher-librarian prefers to hold book talks in the
   classroom where she is 'an invited guest.... Students are expected
   to listen.... and the excitement generated is not dissipated by
   outside influences'   When the teacher who is present 'is
   hooked by a title, the students learn that reading for pleasure
   applies to adults, too'.[11]— a reinforcing role model.

2.   Student selection

   In many schools students choose books from a 'book box' containing
   pre-selected titles, which is taken to the classroom.   Some
   teachers suggest this method saves time.   To encourage more
   independent selection in the library, several aids have been
   developed in different school libraries.

   a. A separate annotated fiction subject catalogue
      Each entry contains a brief story line, nominated theme,
      indication of reading level and an evaluation.   This is

prepared and updated by the (well-read) teacher-librarian.

b. Thematically based annotated bibliographies containing similar details may be produced as brochures or booklets. The use of coloured paper, some illustrations and catchy captions such as 'Got a good book, Miss?' or 'Super Stories for Sevens' make these more interesting and more likely to be retained by students.

c. Thematically based bibliographies.
At Keilor Heights High School a box containing these bibliographies printed on large coloured cards is placed near the fiction shelves and students are encouraged to take the card with them while making a selection.

d. Peer recommendation has been used effectively in some schools to promote books. Student prepared book reviews containing comments and recommendations are printed on cards kept in a filing box. The reviews may be signed or anonymous and range in format from long analytical descriptions to comments such as 'If you like funny books, read this', or 'This book is sometimes boring but the end is good'.

e. Briefly annotated lists of popular books based on the preferences of previous students may also be used. One such list suggests 'This is a good place to start if you're stuck and can't seem to find anything good to read'.
In all such cases, teacher-librarians offer individual guidance to students when required.

3. Quiet reading
Most junior forms involved in wide-reading schemes have one period a week allocated for quiet reading. Recently several alternative approaches have been adopted to encourage reading.

a. Several schools are experimenting with Uninterrupted Sustained Silent Reading in which all staff, students, office workers and the principal are allocated a short period, perhaps 30 minutes after lunch, when they must read silently. Some teachers consider this an infringement on their class time, and the project's worth was to be justified. Borrowing statistics kept at one school clearly indicate an increase in loans since the project's inception.

At Yallourn Technical School where students, on average, had severe reading problems an *interest* based silent reading programme was instigated, based on the assumption that students will read if they find material that interests them, is written at their level and time to read is provided.   Novels, extra-curriculum materials and magazines, selected to cater for the range of reading ability was provided and progressive evaluation seems to indicate a significant improvement in reading skill and use of library resources.[12]

b. Involvement of parents and members of the community in some schools has provided an important form of encouragement to readers. Acknowledging the importance of home environment in the formation of attitudes towards reading, letters have been sent to parents from several schools describing the purpose of the wide-reading scheme.   Parents have been requested to actively encourage their child to read at home, by reading with them or listening to them read aloud.

In the Preston area, advertisements in the local paper and notices in shop windows invited members of the community to attend the school on a regular basis to listen to students read.   Response from some retired people, a few unemployed youths and interested parents is providing encouragement and assistance to less proficient readers.

c. Talking books, consisting of tape-recorded extracts from selected books held in the library, provide another means of encouraging reluctant readers and assisting poor readers.   At Flemington High School, a large proportion of the 720 students speak English as their second language (thirty nationalities are represented). The book collection includes titles in Greek, Italian, Serbo-Croatian, Spanish, Turkish and Vietnamese, thus encouraging students to maintain fluency in their native language.   The recording of books in English, read at a slower pace, enables these students to listen to the spoken language while reading the corresponding section of the book.   This school's extensive collection of talking books includes both fiction and non-fiction areas. Teachers, parents, friends and students are encouraged to contribute to the collection by recording appropriate selections.

4. Response to reading

In keeping with recent trends in the English curriculum, reading
is not considered as an end in itself, but, together with writing,
talking and listening, is viewed as part of the total communication
process.   More recognition is being given to the importance of 'talk'
in learning and students are encouraged to share their reading
experience by formal and informal discussion with teachers, the teacher-
librarian or other students.   Tape recorded book reviews may be
accepted as alternatives to written responses.   In some schools
students dramatise episodes or act out role-plays based on dialogues
from books read.   Such activities provide further opportunities to
explore the emotions involved in the personal relationships described.
These may be evaluated as part of the English, Drama, Social Studies
or Human Relations programmes.

Other post-reading activities include answering questions which test
comprehension or interpretation, or the production of items that can
be used to promote books to other students.   Such items include
posters, WANTED advertisements, group murals illustrating a story-
line and filmstrip or cartoon strips depicting important incidents
from a book.

5. Evaluation of wide reading programmes

In most structured programmes students are required to keep a record
of their reading.   This gives an indication to teachers and teacher-
librarians of the number and type of books students are reading and
can be used to identify individual students who may be having reading
difficulties.   In a survey on reading habits conducted in New South
Wales secondary schools, there was evidence of a significantly greater
number of books being read in schools with wide-reading programmes,
particularly in Years 8 and 9.[13]

Qualitative evaluation based on students understanding and response
to reading is made by teachers and/or the teacher-librarian based on
post-reading activities as previously noted.

III   PROMOTIONAL EVENTS

Special events, library displays and competitions may be organised by the
library staff in conjunction with teachers and students to promote a
selection of resources, reading or the library itself.   They vary in
scope and intended audience and can be classified in the following manner:

1. **Promotion of resources related to a specific subject area**
   In one school, Year 9 students were studying the question 'Where does food come from' in Home Economics classes and were examining the value of a balanced diet in Physical Education. The library mounted a display of books related to cooking, nutrition and fitness. Colourful posters and nutrition charts were hung around a central display case containing 'good' versus 'bad' food. One lunchtime, an aerobics class was held for students and teachers who were later given a meal of health foods.

   This school notes that food related displays always seem to gain a good response! The cooking teacher later decided to use some of the health food recipes displayed and the students requested regular aerobics classes. The promotion was aimed at a limited group of students, but it did interest some who were not regular library users.

2. **Promotion of materials related to cross-curriculum themes**
   To provide a focus for Australian Book Week the Alice Springs High School, in central Australia, decided on the theme 'Dig up a Book'. English classes were currently studying Australian literature and other classes were examining mining in Australia. A model of an Australian miner holding a gold pan was constructed by staff and students as the centre-piece of a display. A teacher-miner provided mining implements and local rock specimens and students brought fools gold and billies. Old mining artifacts from the Artlunga gold rushes were also incorporated.

   Students in art classes produced colourful posters, based on themes researched in the library books relating to mining, early Australian history and Australian literature were interspersed among the display items. A book-mark was prepared listing related resources held.

   Alice Springs is an isolated town and the enthusiastic response from the community, as well as staff and students, provided a strong point of liaison. The teacher-librarian noted that 900 visitors viewed the display prepared by forty people. Individual teachers brought classes to the library to discuss the display and several followed this up in the classroom with related studies. This promotion won a National Book Council Award.[14]

At Gladstone Park High School the library staff have established
a good rapport with teachers whom they involve, wherever possible
in promotional events.   By selecting 'Bastille Day' as a theme,
this library promotion related to the French components of music,
history, geography, cooking and language studies.   Selected books,
maps and posters illustrating French wine, food and customs were
displayed in the library.   French music was played during recess and
quiches were available for sale.

With the support of the administration, an extended lunch hour was
arranged for the French 'cabaret' to be held in the library.   A
teacher-librarian acting as a French compere, introduced the student
demonstration of crepe cooking.   The fashion parade, a mock
guillotine in action and a can-can competition with students and
teachers appropriately dressed in blue, white and red.   A student
newspaper report noted 'It was great to see the enthusiasm students
shared at rehearsal.... the female teachers did look the colourful
part.   The male teachers could have benefited from a few coordination
lessons, but proved to get the best audience reaction'.   A further
surprise involved a teacher bursting out of a bon-bon!

The library was packed to capacity with over 400 students attending,
and the response overwhelming.   Such promotions provide a link between
different subjects and contribute towards the idea of the library
as an integral part of the schools' total programme.

3. Promotion of extra-curricular interests
    Library displays and related events based on students interests,
    often attract those who are not regular users.   One such promotion,
    related to trucks, was brought to life when an obliging company
    brought several trucks to the school and students were able to climb
    over them and examine their engines.   A related film was shown, students
    contributed their truck models to the display, and posters and books
    were prominently arranged.

    A similar promotion, relating to bikes, was highlighted by the
    breathtaking stunts demonstrated by the current Australian B.M.X.
    champion.   You may ask 'How does this relate to school libraries?'

The teacher-librarians here found this outreach programme
attracted to the library many boys who owned B.M.X. bikes, but were
not regular library users.

Many school libraries hold competitions or games as part of a
larger promotional programme. These include designs for book posters,
book reviews, treasure hunts with clues hidden in books, 'lucky' books, or
'lucky' seats, or a prize for the 10,000th borrower. Another incentive
is the awarding of attractive certificates to students who have read
a minimum number of books. Finally, competitions between classes
may be held over a limited period to encourage more reading. At one
school the progress is being graphically displayed on a reading tree,
where each branch represents a class and students pin on a leaf, with
the title of the book, when they have finished reading it. A flower
is attached for every ten books read. Evidence of reading is
required in the form of book review, or poster. This approach
is suitable for Year 7 students and kudos is added when awards
are presented formally by the school principal at an assembly.

Promotions held to coincide with Children's Book Week and Australian
Library Week, can capitalise on interest created by the media.
The Australian Library Promotion Council which aims to 'raise the
level of public awareness of the value, role and importance of
libraries'[15] and library services, arranges promotional activities and
makes annual public relations awards, open to all types of library.
An outstanding award winning entry was the Gladstone Park Community
School Library float in the Melbourne Moomba festival procession,
viewed by an audience of over one million. The float designed
and built by library staff, assisted by members of the community,
portrayed the Rainbow Serpent of Australian Aboriginal myths.

CONCLUSION

I have spoken to you about the promotion of books and reading in Australian
secondary schools, demonstrating that these practices and activities are not
'frills' but the very core of our work. A successful teacher-librarian will
not allot a little time each week to promotional activities, but will constantly
work with the teaching staff and students to ensure that appropriate resources
are acquired and integrated into the school's educational programme. Gala days

and special promotions will add 'spice' to our resource provision, but
unless we motivate teachers to motivate students, to use these resources
effectively, library services, in these straitened financial times,
may be regarded as dispensable.

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STIMULATING READING BY SCHOOL PROGRAMMES.

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Preliminaries

Most of our children learn how to read at school - by which
method whatever. And during the whole period of school-time
something is read - every day, nearly every hour-maybe by text
books, something written at the black-board or sometimes - so
it is told - even literature. Nevertheless school does not
succeed in all cases in motivating to read outside school, in
spite of the saying: non scholae sed vitae discimus (we learn
not for school but for life). Indeed: street signs, name plates,
lables of goods, leaflets, advertisements,posters etc. are read
and to a wide degree newspapers,periodicals and magazines. Of
course, it is important to be able to do that in order to orient-
ate oneself in our world, to take up its challenge as well as its
endeavours to excercise an influence and control.

Apparently " reading " in the title of my speech is
directed towards another meaning: i.e. at the ability and will-
ingness to appreciate literature. This includes an orientation
likewise, however, in another sense; the reading of books, too,
involves a reference/relation to the reality - a bit less direct
and perhaps to another kind of reality.

Why does school succeed in leading to the reading that is orient-
ated to the surrounding, but not in general to the reading of
books, the reception of literature? What is counteracting? Is
school to blame? These questions, however, imply that both types
of reading belong to the human being of our society - that the
reading of literature is absolutely implicit.

The process and the functions of the reading (of literature)

Without the clarification of the process of reading one cannot
answer the questions regarding the functions and importance of
reading for man and why it is necessary to do something in order
to improve matters regarding reading.
Here I merely can hint at that.

Language symbols (morphems, letters) have to be deciphered,
meanings to be found, coherences to be realized, the sense
has to be perceived or conceived respectively.
When applying that to (fictional or poetical) literature it
means: A " world " will be discovered, the relation of which
to the real one is not indicated directly or intended - which
in the beginning is set off against the real one and which
(seemingly) is self-sufficient and operates with invented,
imagined figures and plots.

The process of reading requires a high degree of personal inter-
est (likewise stimulating it); it is based on self-determinat-
ion (which is fostered by it, too): the reader is free as to
beginning and end of reading as well as interruptions and repetit-
ions at any time. The text evokes imagination wherein the experien-
ces of the plot are closely combined with those of the reader and
his biography. Just in that way the text of the author becomes a
text of the reader, i.e. the texts are " adopted ", made to one's
own.

Due to these conditions there are some essential functions of read-
ing:

-    a distance to that what has been read - otherwise it need not
     be " adopted " - and to the reality, too, which in a literary
     treatment always is kept at a distance
-    an interruption of meeting the demands of everyday-life and
     activities by entering in the (abstract) situation of read-
     ing
-    discovering alien experience and adoption of alien ways of
     looking, offers the chance to widen one's view of life as well
     as one's ego
-    experiencing alien judgement and as yet unknown valuation and
     standards allows the modification of up to now internalized
     and not yet questioned value-allocations
-    and last: amusement and diversion by means of the literature
     up to the possibility of escape from the reality and the de-
     mand of the environment.

It must be admitted, however, all these are chances and possibili-
ties; the effect of reading neither can be programmed nor should
they be mistaken for a conditioning.
The varieties offered for the perception of literature (by reading)
include necessarily the possibility of making a deviating use or
even the renunciation of application.
Just by their being open to misuse and non-use, literature and read-
ing show their relationship to freedom.

The chances of fostering reading at school. The framework of social
conditions.
School is not in an enviable situation when one thinks of its task
not merely to teach all pupils the technique and ability of reading,
but to develop a stable relation to literature as well. On the one
hand it seems that the spread and public importance of reading de-
pend on the conditions of the social situation to a remarkable de-
gree, on the other hand, school is reproached again and again for
having failed just in this field, even: school itself is responsible
too, for the widespread literature-barrier due to the fact that read-
ing and the dealing with literature are subjects of teaching - the
result comes closer to discourage the pupils from reading (Gerhard
Haas, Hans Kügler). As a matter of fact: When questioning students
or other young people regarding their experiences at school, at best
you will get the answer that they are interested in reading in spite
of school.

Without the intention to divide school and society one has to admit that the framework of social conditions does not foster reading at all.

As a means of entertainment the electronic mass media easily gets the better of literature. We live in a"society of consumers", and with "reading" more is meant than just "consuming" - in spite of the fact that there does exist a widespread (trivial) " consumption-literature " for which the " form of the product " determines the structure. On the understanding that " consuming " literature (or other media) means a minimum of ego-involvement, more or less indifference and passive putting up with the offered material, it becomes clear that a high esteem of consuming will affect reading negatively; to consume, as a central value of the society of consumers, is an attack against reading. Literature of whatever kind is distinguished particularly by the fact that it cannot be consumed and that it requires a willingness to get involved, to interrupt real actions, to relax from time to time, to postpone the real satisfaction in favour of a more subtle satisfaction that perhaps might be realized only later. These conditions include furthermore - and not least - the schooling and instruction which is not given to all in the same extent and - besides of " education " the work one has to do:does it leave enough energy and time to read? The interest in reading is still `class-specific´ as has been proven by all analysises of the bookmarket and social research in characteristics of readers.

If school becomes active in this field - and, it has to, of course - it must make head against the social trends, and therefore the success is rather doubtful. But by adopting the principles of efficiency, competition and utility thinking (good marks as a reward for work done) school counteracts its own stipulated intention to develop in the students a steady relation to literature. On the other hand, if school separates the kind of dealing with subjects of art from the normal way of dealing with other subjects, it might happen that students and parents do not take it seriously anymore: because that what is not manifested in the marks cannot be essential, does not serve the promotion and the further getting ahead at school.

Besides of the question: what is wrong with school, what could be done better? - school is in a dilemma regarding the introduction to literature.
Between Scylla - the core of social interest is to consume which counteracts reading - and Charybdis - to maintain the principle of efficiency - school has to follow its task to stimulate the interest in reading. Since school cannot alter directly the social conditions, even is affected by them in itself, it has no choice but to do it as good as possible.
(Therefore, Bettina Hurrelmann even suggests - by her study " Children´s Literature in Social Context " 1982, to relieve school of the - as to her opinion unrealizable - task to produce interested hobby-readers; instead school should foster to deal with literature in a creative and identity promoting way).

I went into particulars regarding the pre-requisites for the
stimulation of reading at school in order to prevent illusions
and the mistaking of some of the following suggestions for a
formular to improve or even solve these difficult problems.
There are no recipes and above all: that what could offer a chance
of success can be decided only after considering the respective
group of learners and their environment.

Possibilities of school

The premise is: the social prestige of reading is questionable to-
day in such a way that school has to be imaginative. The mere rout-
ine is not much help. There has to be done a lot, of course, and it
has to be done with energy; however, that what does not pay is
doggedness and grimness - i.e. working in a tense and repressive
atmosphere. The interest in reading can be fostered best when easy-
going tolerance is offered. Not merely the students have to learn
something, school must learn, too, i.e. to have respect for the
interests and decisions of the individual student. This includes
a variety of offers mostly leaving the choice to the student. He
has to develop an interest in literature, but as a matter of fact
there are different interests. The goals of school have to be balanced
with those of the students; and it is therefore a pre-requisite to
encourage students first of all to find rewarding goals.

Literature covers a wide field (as to forms, demands, functions;
as to epochs, authors) as well as it offers an abundance of ways
for the approach and handling. Gradually the students' eyes have
to be opened enabling them to find those forms, authors, epochs and
ways of approach that are appropriate for them - and not to make
them handle all that in an indifferent-routine or professional man-
ner. Everybody has to find his own way.

To stimulate reading is merely <u>one</u> task besides others. The foster-
ing of the interest in reading certainly is an essential task of
school, but there is quite <u>a number</u> of tasks referring to literature
that have to be brought into line one with another. One does not
read for reading's sake, but because it gives something, one finds
something by reading. It is just that what has to be experienced
and which school must assist.

The discovery and intentional use of <u>reading-functions:</u>
reading can be an enjoyable way to pass the time. One who reads
never feels bored, because you cannot think of any situation not
allowing to read. It can be stimulating and amusing to learn about
the adventures of a literary figure and how the experiences are
handled, and in which way they are represented by the author.
Seemingly well-known things might appear in a new light and un-
known things are perceived for the first time. How do the fictive
persons solve their problems? As a reader,suddenly, I become aware
of observations,feelings, sensations that I have made/had just
vaguely already always.

I am enabled to understand the way of acting of persons because the author can do something which I cannot under everyday conditions: to represent figures " inside out " together with their biography. Literature can demonstrate how conditions and persons became that what they are. Due to comprehension one can learn to differentiate, to reduce stereotypes: reading as a manner of enjoyable learning where the pleasure comes from the situation of reading that is free of stress.

Experiencing and using reading in order to cope with situations. By reading one can retire into oneself, enter into a dialogue with oneself, set oneself apart from others and the environment. But reading can be used in quite a contrary manner, too: in order to start the communication in a group - either as a common experience or to enable a discussion of certain subjects. The subject - more or less hidden - could even be that of the group; being engaged with the subject of the text, one is directly engaged with oneself. In cases of isolation and loneliness one will find consolation. Literature as an interlocutor is so to say always and at any time available. Being versed somewhat more in this field, will allow to choose the text meeting best the mood, condition, situation. If you take the text as some kind of a source that is to be realized, it offers a lot of possibilities for common actions in order to transform the script (to this, I shall revert later).

This is an essential task of school, because it cannot be solved out of school in the everyday routine: to come to know and to learn to profit by the various functions that literature and reading can have and to make use of reading quite intentionally as to the respective situations.

To come to know oneself / to learn that the world can be altered. These two functions shall be accentuated here as quite important ones. Particularly by reading one can learn who one is, where one stands or wants to stand, as well as to find out what might be suitable to care for/or interest oneself in. Only by means of others one can find his own identity and that means in case of literature: by means of literary figures, literary forms of ideologies as well as their creators (authors). This includes the particular function of the literature to criticize the reality - a potentiality which I must learn how to tap in order to prevent the loss of its essence by adopting it and prevent the misuse for self-assertion when aquiring it. " Self-assertion " means here stipulating for absolute the ignorant, empirical, given self.

Since one can discover oneself (or even better: one can form and develop one's self) only by means of somebody else or something else, both functions - to find one's ego and to experience the world as an alterable one - belong together closely. At the same time it becomes obvious that didactics are required in order to make the reader perceive literature in such a sense, because the "market" offers such conditions only exceptionally. However, this demonstrates, too, that a " didactization " (a schooling) of literature is unavoidable to a certain degree.

In the Federal Republic of Germany the discussion of literary
didactics led to a sharp controversy between two positions:
that which is orientated to the perceiving of literature (Meck-
ling, Schober, Hopster and others), and that which accentuates
the critical aspect (Chr. Bürger, Förster). In view of our
theme - stimulating reading - we come to the conclusion that a
critical type of reading should be taught in such way that the
delight in reading, and the chance of an individual perception
of literature are not affected. In other words: due to the fact
that today the fostering of the interest in reading is essential
as probably never before, it would be decisive to make it the
basis of all those reading activities that are directed towards
the development of the identity.

Organization

Favourable conditions as to organization and material are required
to stimulate reading. Here, I want to mention   only: an adequat-
ely equipped library or even better a compilation of media; exhib-
itions of books and readings by authors; regular lessons with the
presentation of favourite books; visit of book-shops and librar-
ies; lessons wherein books are read to children; staging of a play
dramatized by the class for other classes and parents. All these
measurements mainly serve as a stimulus and involve only little
schooltype training.

Methodical possibilities

Conveying the literary context
Literature and reading are surrounded by that what we call " the
literary life ". The texts are written by authors (" immaterial
production "), and published either as books, periodicals or news-
paper and other media (" material production ").
Between these there are the intermediate stages like editors and
broadcasting companies. The editors and publisher's readers,
those working for the arrangement, for the translation and graphic
design - they are contributing to the production of a book, and
therefore the commercial point of view affects literature. The
authors have troubles to find a publisher for their writings since
the publishers are afraid of unsatisfactory sales or the authors
are more or less compelled to self-censuring or have to acquiesce
in kinds of writing and production that are not to their liking in
order to make a publisher accept them. This leads up to the econ-
omical situation of the authors who have to earn their living by
writing. To a high degree, books are involved in the general econ-
omic process, and thus they are likewise products of the economic
system. This can be seen as well at the last stages of the way from
the author to the reader, i.e. the book trade, the book-selling
companies.

All this is included when I am talking of the context of literature
which involves the public criticism and the arts of literature and
book (disciplines of literature, sociology of literature) as well.

And it should not be disregarded: at the end of this process
there are the readers, the " audience ", the buyers and cons-
umers. Why does it happen that someone is highly interested
another one less, and the third one not at all? Why is some-
one interested more in this kind of literature, and the other
one in another type? If we consider reading as being of such im-
portance, why and what is the meaning of it that a considerable
part (certainly more than 50%) of the population does not share
our opinion? Who is to be blamed for this? Isn´t this part of
the population put at a disadvantage in view of their intellect-
ual development and their chances of life?
The fostering of the interest in reading becomes useless if these
types of context are not considered as well. School is well-ad-
vised when it pursues (particularly by means of projects) the
background of the origin and the conveying of literature and
bears in mind these aspects in general when teaching literature.
For this the reading out by an author with a following discussion
would offer an excellent opportunity.

What should be chosen?

Since the potentialities to choose are practically boundless the
question becomes more and more vital what to choose and based
upon what reflection. Here, I can only hint at this difficult
problem. When looking for the choosing-criteria, one has to cons-
ider the interests of the students which are depending on their
general and social development, as well as the aims and interests
of the teacher. Maybe that once the interest of the students pre-
vails and next time the goals of school. Sometimes you will start
intentionally the discussion of a problem in the class (e.g. out-
siders) by means of a book, sometimes you will make use of social
conflicts (drug-addiction, crime, peace) for discussing a book.
To find a book, however, written in quite an interesting way which
offers the chance to experience a distinct literary knowledge might
be another occasion. By the way: there is not any book adequate for
everybody and for every group neither. That means: a teacher who
knows his class rather well, and the literature adequate to the
students` development likewise, will never have a problem to choose
the right material; he is prepared to and wants to read more with
his class than the available time allows. However, he might make a
virtue of this necessity, and the importance of this should not
be underrated: there are various ways of treating topics referring
to the different stages of difficulties and ambitions to meet the
efficiency and motivation of his class. It is not necessary to deal
with every book in the same way and degree. (I will add something
to this aspect, soon!)

The goals of school/of the teacher and the(legitimate) goals of the
students.

A teaching that is particularly guided by the old obligation to
stimulate the reading of the students will ask at every level:

How can we do best, especially regarding this task? (That ideal
solution won't be possible always,has been explained already).
How is it possible to give due consideration to the (acute)
interests of the students? (Besides of this there is, quite
natural, the teacher's problem to have the students make his
goals to their own ones by his convincing way of instruction, and
it is to be hoped that his goals are well-devised and in the
interest of the students, too).

The problem is: the goal of " stimulating the interest in reading "
in the sense of being able to read combined with motivation prob-
ably can be reached in most cases only indirectly in a roundabout
way - if at all. The students have to become aware that reading is
an enjoyable as well as useful activity. However, the difficulty
is due to the fact that reading becomes enjoyable only after one
masters completely the technique, so to say when it is done with
effortless skill. One should never forget that from the 17th till
19th century the cultural technique of reading has become success-
ful as a kind of work and self-control (internalized control),
and as - at least temporary - renouncing play and disruption of
other activities. The " reward " for this renunciation came later
when one mastered reading: e.g. enjoyment which could be in the
reading itself or due to additional experience, participation in
the experience and life of others etc.
The " discovery " of children's and youths' literature among other
can be rated as the attempt to solve the dilemma. The actual inter-
ests and desires of the children should be used in order to acquaint
them with the cultural technique of reading. That means: the aim
of children's and youth literature must be to comply with the
problems of children due to their development and their situation
in such a way that allows them an autonomous perception of the
problem-solving plots.
Now, by which means can school stimulate reading? By offering
texts or - following the suggestions of students - taking up those
ones that seriously regard the students in their actual situation,
texts wherein the aims of the students almost become materialized.
By their reading, the reaching of their goals by means of reading,
satisfaction is given to the future likewise, the advocate of
which school has to be always.

Ways of approach to stimulate reading

Always reading is composed of two components: it refers to the text
and it is accomplished in a methodical way. There are a lot of poss-
ibilities of reading, of dealing with texts, of reaction to texts,
and of their treatment. The texts are open to different questions,
and can be used as starting point for a variety of actions.

In her empirical study of text-perceiving patterns ("Children's
Literature in social Context ", Weinheim and Basel : Beltz 1982.)
Bettina Hurrelmann has found out that at school it has become a
habit to deal with texts in a certain way which mainly comes to
the interpretation of the contents by following the view of the
teacher and a moral utilization.

Contrary to that, the students´ creative, spontaneous autonom-
ous actions aiming at alterations come off badly. Although this
study bases on a few school-classes (at Essen) only, there is
every indication that these observations can be generalized, at
least in view of the German speaking range.
Bettina Hurrelmann recommends now to relieve school of the task
to alter the reading situation out of school since that would
mean to ask too much of school. However, I maintain that school
could exert more influence on the voluntary hobby-reading just
by those ways of dealing with literature that our today´s school
lacks as to B. Hurrelmann.
These are in particular those forms of dealing with literature

-     that to a high degree are open to the subjectivity of the
      students
-     allowing the students to apply their personal experiences
-     allowing the students a creative, intervening, altering as
      well as playful way of handling/transforming

i.e. manners of working with the texts that can be united under
the concept of a " subjective-productive " one. These allow an
adequate reaction to texts in such a way as already they them-
selves are the result of a productive-creative ability to handle
the language and the respective attitude towards reality and ex-
perience. Particularly B. Hurrelmann thinks of: " The transfer in-
to another medium, re-phrasing according to individual intentions
and ideas, creating pre- and subsequent stories, parallel or con-
trasting stories,literary play-acting, the confrontation with
stories one experienced oneself ". (B. Hurrelmann: Children`s
Literature under School Conditions, in: Informationen Jugendli-
teratur und Medien - Jugendschriften-Warte 5/1982, p.90-95,
quotation p.94f). Hereby the student experiences literature as
something concerning him personally to a high degree, and he
learns to see that reading is something that offers and explains
as well as increases experiences and renders them possible.

There are two dangers that must be avoided: boredom and over-
didactisation. It is boring to deal in the same way with all
texts and merely to reproduce them. But if texts are taken serious-
ly as individual message and simultaneously are combined with indi-
vidual and variable situations of reading and dealing with them,
this will offer to the student a stimulating and exciting variety
of possibilities to deal with literature (length of time, in-
tensity of the interpretation, kind of work etc.)

The extent of " didactisation " i.e. methods of reading, and handl-
ing according to school-type and aim-orientation should be chosen
very carefully by taking in mind especially the extent of oppress-
ion to be endured by the respective group of learners; occasional
stress would not be such a problem if the just mentioned aspect of
the variety is respected.

However, it cannot be predicted precisely which impulses basing on an adequately chosen text and appropriate manner of handling might influence the voluntary reading out of school. School can provide those conditions only that are specifically for it. What the students carry on in their everyday life is depending on themselves and on circumstances which cannot be influenced by school.

The Potential Role of the School Library as Centre for
Comunication and Culture Among Scattered Populations.

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Introduction

In recent months more discussion has been taking
place on education and its role and importance in society
than I have seen previously. These concerns are voiced
by governments and specialists alike and can be read in
journals that generally do not deal with educational issues.
At the same time the inner functions of the educational
institutions are studied in search for new and more ef-
fective ways to spend the educational money. The world
today is also experiencing cut-backs because of world-
economic recession in all aspects of life and the educ-
ational system is not going to be an exception.

The school library has already been shaken by budget
cuts and will certainly need to defend its existence when
it comes to studying its role and contribution to educ-
ational excellence. It is an expensive institution which
will have to have its roles and purposes well defined to
be able to guarantee its future.

I fear that it will be the small communities with
scattered population which will have the greatest problem
to come up with sufficient money for education and culture,
and there the school library will have the hardest fight
for survival.

In this paper I propose to discuss with you some possi-
bilities of extending the traditional school library ser-
vice in order to establish it more firmly in society and
to develop the school library into a more influential
agency in society.

But first let me tell you that I know there are no
simple answers to these issues. I present to you some
ideas but then we need dedication, ingenuity and courage

to practice our profession without being afraid to try new approaches.

Present day education and the role of the school library

The first and foremost role of the school library is to support the curriculum of the school and all the educational and cultural activities which the school engages in. Education is mainly the transfer of knowledge and culture from the older generation to the young. Along with that the schools teach skills which make it possible to continue studying and acquiring information when regular education is finished.

The role of the school library in these two aspects is enormously valuable. By providing sources beyond the text book, it facilitates the access to a wider base of culture and knowledge that the textbook alone can do.

The school library has also assumed the role to teach skills of accessing organized information by teaching students the organization of the library itself and how to access the information stored within its walls.

A skilled, knowledgeable teacher along with a skilled, knowledgeable school librarian can turn the ordinary working classroom of the school into a culture house where all the positive aspects of society and human achievements are nurtured.

The school librarian must be untiring in his pursuit to guide the other teachers of the school, how they can expand and improve their classroom teaching by means of material from the library. The school librarian must never be passive within the school, waiting for the teachers to make the first approaches. The challenge for the school librarian is to anticipate needs and make the school library an indispensable component of the school's functions.

During recent years there has been a strong tendency towards mixing all capabilities in the same classroom. Thereby the same material has been offered to all students and some countries, have even introduced nation-wide testing.

This idea is well meaning but in the long run everybody suffers; the good students who do not get enough challenges to make them want to pursuit excellence; the poor students who find themselves unable to cope with average studies; the teacher who finds himself/herself unable to fulfil everybody's needs for attention; the educational system which can be blamed for mediocrity where few achieve excellence; and society as a whole which needs that all capabilities and talents are cultivated to the fullest.

In the mixed classrooms, which unfortunately are often   too big, teaching is inevitably aimed at the average children. Effort is made to pull up the slow students but the gifted students are frequently left too much to themselves - they will anyway pass all the standardized tests.

It is in this case where I believe the school library could have a crucial role in guiding the gifted students to more in-depth knowledge on subjects treated in class. Not just tell them how to find information, but to be sure they have understood and assimilated it. But a cooperation between the teachers and the school librarian must be very close where both understand the importance of good, solid education and the urgent need for tomorrow's society that all talents are used, and that knowledge and education are respected and valued. This is also closely related to the respect and discipline that children hold towards their schools and educators.

The aim of education should be to create in our students intellectual curiosity and inventiveness, and encouragement to overcome challenges. The students must become acquainted with the great works of the past and in our

technological modern world, there is more need than ever
for education in the humanities. Education is becoming
too instrumental and technical stressing skills beyond
actual knowledge and we as school librarians and educators
must try to counter-balance the love of machines with re-
spect and love of human values.

The future proposes to substitute teachers with com-
puters but we should be certain that we do not substitute
knowledge with information in our schools. Information is
like food, it must be digested before the human is enriched
by it - information does not become knowledge until it has
been digested by the mind!

The extended role of the school library

I have now in some length discussed the importance of
the traditional role of the school library but let me now
turn to a secondary role which I believe the school library
could and should hold for people outside the schools and
thereby become a true cultural force in the community.

First some definitions:

By scattered populations I am referring to farming
regions as well as towns and villages with population of
less than three thousand people. The number 3000 is no
magic number but I chose to use it as a point of reference,
because IFLA-Standards for Public Libraries consider it im-
possible to support full public library services in smaller
communities than that.

The Standards for School Libraries refer to a school
with 250 students or more as big enough to have a full time
school librarian. A community of 3000 people or less will
in most cases have less than 300 students. We might there-
fore expect, that smaller communities than 3000 people
would not have much of a choice in terms of cultural acti-
vities. They could not offer a proper public library ser-
vice and the school would not be able to support a full

time school librarian. It does not therefore seem un-
natural that we look at the school - which most communi-
ties would have anyway - and dwell for a moment on possible
extension of its role to serve the whole community.

The school library as a centre for communication

Let us first define what we mean by communication.
Definitions   of communication include: ´transfer of in-
formation such as thoughts and messages´ ´interchange of
thoughts or opinions´ ´a process by which meanings are ex-
changed between individuals through a common system of
symbols (as language, signs or gestures)´.

If we interpret these terms and look at them in re-
ference to the school and its library, we find that this
is very close to the heart of the educational and cultural
processes of the school.

The school library actively supports the ´transfer´
of information through its reference work and through its
information services to teachers and students. A funda-
mental role of the school library is to facilitate the use
of recorded knowledge as part of the educational process.
Communication also means the ´interchange´ of thoughts and
opinions. This the library can do by being a forum for
discussions, seminar-type activities where different views
are presented, meetings and gatherings where people can
meet and talk to each other. In a technocratic future
the simple communication between people, may be an acti-
vity which we will need to encourage - even in children
and young people.

If we now propose to project these activities into
the community as a whole, the first thing that comes to
mind is the need to extend the information and reference
services to other users than the school´s population.

In this case it is hard to name any specific groups
which might need information more than others, but the

librarian should try to find out and offer them the ser-
vices of the school library. In many countries, adult edu-
cation and all kinds of new training programmes are
available through correspondence and these might be the
first groups - or even individuals - which might appre-
ciate the information service.

Modern communication includes every means of ex-
changing messages, from books and journals which, up to
our modern times, have been the main channels of communi-
cation, to telegraphs, telephones, television and now com-
munication sattelites, not to forget the computers. The
new techniques aim at speeding up the transfer of messages
but the human means of accepting and interpreting the
messages has not been changed. The computer can flash
symbols with increasing speed on the screen but the human
eye cannot read it much faster than it does now.

This is a fact we should keep strictly in mind when
admiring or fearing these technological wonders. In any
situation, my advice would be to keep your eyes open for
the potential users, and the information or reference needs
of your immediate community. When the community is as small
as we are here talking about, people know each other fairly
well, - at least it is easy to find out about the needs in
the community. What communication techniques we use in
each case, depends on the level of development of our com-
munity and the sophistication of our clientele and their in-
formation needs. We can provide services without computers
and should not use it as an excuse that our library may not
by as well stocked as we might wish. We do not need per-
fection to become important.

The school as a cultural centre

Culture is defined as 'the way of life of a society',
'the customs, ideas and attitudes shared by a group ...
transmitted from generation to generation by learning pro-
cesses rather than biological inheritance'.

In order to get a broader view of the concept ´cultural centre´ let us look at some examples of such centres in function.

In the book ´Kulturcentre´ or Cultural centres which has long time ago become a kind of a classic in Nordic public librarianship, the author, Ingerlise Koefoed, lists and describes a variety of cultural centres operating in different countries.

When we look for the potential role of the school library as a centre for culture in a small community it might be useful to see how far the public library goes in the direction of general cultural dissemmination in society.

By looking through the activities which are offered at different institutions it seems we can divide these activities mainly in two groups, these are: activities usually associate with ´high culture´ or ´fine arts´, and cultural activities mainly classified as hobby, recreation or entertainment. We use this division although there is not always a clear distinction between the enjoyment of a concert or an exhibit as a cultural experience or as a moment of entertainment.

To give you some idea of how varied these programmes can be, let me offer you some examples of the activities which are actually carried out in various centres and cited in the literature.

Facilities and services	Cultural activities	Hobbies
Cafeteria	Concerts	Dancing
Lecture hall	Ballet	Discotheque
Library	Theatre	Club activities
- books	Film shows	- Art-clubs
- journals	Art exhibits	- Foto-clubs
- reference works		- Stamp collecting
- records	- paintings	- Chess-clubs
- artotek	- sculpture	- Card-playing
- linguaphone	Lectures	- etc.
Library Services	These can be done by local, amateur, or recognized artists or contributors.	Meetings
- information		- political
- circulation		- religious
- book lists		- etc.
- exhibits		

Programmes	Non-conventional education
Programmes for the elderly	Adult education classes
Programmes for youngsters	Seminars
Programmes for children	Music School
Programmes for pre-schoolers	Amateur orchestra
(such as puppet shows)	Choir

I do not have to tell you that nobody expects all of these to be done in any one library or a school, even though the library would like to extend its services beyond the school period and serve other users than the students and staff.

But is there anything on this list which is totally foreign to the role of the school as a centre for communication and culture? Why is it not possible that the school could offer an evening of entertainment for the elderly with a cultural programme, let's say poetry, records, singing or playing cards. The school children could surely help to prepare such programmes.

Local art exhibits are becoming popular in public libraries - why not utilize the school's facilities and open them more to the public? Many modern schools are equipped with sports halls and large halls with stages. - Couldn't we imagine more use of those for the benefit of the small community as a whole, to encourage cultural activities and the exchange of ideas and experiences?

We are faced with the problem that the less populated areas are loosing their young people - and when attempts are made to find the reasons, the ordinary answers is that these places lack opportunities and facilities for people who would like to enjoy what modern society has to offer.

Perhaps the school could play a more active role in compensating for this, and diminish the brain-drain from these areas.

The school library and the public library. A combination
of roles?

As early as the 1920s the public library in some
countries carried the image of a centre for free public
information and cultural activities and served as centre
of the community's intellectual activities. The school
libraries have come about much later and in many countries
they have been resisted for financial reasons or because
they did not seem to add much to the traditional educa-
tional processes.

Small public libraries and small school libraries
are both 'half' institutions especially in terms of man-
power. It is recognized as said before that communities
with very small populations will never be able to provide
their users with the desired services.

The combination of the two functions has been tried
and I have to admit that the combined public/school lib-
rary has been received with less than universal enthusiasm.
The problems with such combination are frequently so com-
plex and extensive that more often than not these libraries
have split up again after some years of existance.

I believe that the combined public/school library is
not a bad solution in itself if the most commonly reported
problems are anticipated, and the possible conflicting
issues are clearly defined prior to the combination. We
know that in spite of conflicting interests between these
two institutions people will still try to combine the two
into one. Frequently a small local public library col-
lection is moved into the school house and made to form
the basis for the library in the school. The advantages
most often listed in favor of this combination are:

1) Better use of small budgets for acquisition of
   material. In the case where there is a limited
   number of publications in a language, the selec-
   tion of material for the school library and the
   public library is not very different.

2) Better use of the building and the facilities of the school. Since the school library and the school building is most often unused after school hours (generally after 2-4 in the afternoon and during the summer), the general public could make use of it rather than make it stand empty.

3) Better use of the expertise of the librarian which could be of service to the whole community rather than the school alone, or the librarian in the school may be the only person in the community who knows anything about information services and has bibliographic skills.

The disadvantages most frequently cropping up are administrative problems:

1. The allocation of budget - how to divide it between the school on the one hand and the public library on the other.

2. Management. Who is to be the library administrator and whether the final descisions are made by the school board or the regional administration.

3. Personnel. In many cases the working hours and the salaries are different whether a person serves as a school librarian in the morning or a public librarian in the afternoon. There is also a question of vacations and other benefits attached to different positions. Sometimes the public librarian is better paid, sometimes the school librarian.

Strange as it may seem, the extension of services of one institution to serve a wider range of clientele is reported in the literature with more enthusiasm and the administrative problems are minimized.

It seems therefore not a complete utopia to encourage the extension of the school library service to serve the community, where it can fill up the gaps in the availability of cultural facilities in the community.

We must see the library as a potential force in society, in the strive for live-long education, information provision, encouragement of the arts and general positive utilization of spare-time.

Let us not limit the role of the school library to teach children of our building, skills to find organized information. Let us see the school library as a part of the total cultural and educational scene of our countries and let us not be shy to offer our services to the outside community when we see the need there and the possibilities to meet the needs.

School librarians - and librarians in general- often feel shy and abashed about their difficulties in obtaining official recognition for their work, their low status, low pay, etc. But by showing the community that the library is a knowledge-storehouse, open and available to everybody who wishes to use it for his own good, and that the school librarian is a person of wide knowledge and skills dedicated to the society in general I believe we can gradually change this image of our profession and first of all, be more proud of our own achievements.

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PROMOTING THE SCHOOL LIBRARY

AS A CENTRE OF COMMUNICATION

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INTRODUCTION

The ideas which are presented in the following paper
constitute what may be called a "practical working theory",
that is, a theory developed from and based on actual practice;
these ideas have been tried in various schools and colleges
by many librarians, including this writer, with good results
in each case.

Research done in the English-speaking Caribbean during the
past four years has shown that in developing countries like
ours it is still necessary to convince educational administra-
tors, and the teachers and pupils we aim to serve, that our
services are worthwhile and even valuable, and therefore
strategies are needed for communicating with all these groups.
If such communication can be achieved, hopefully by competent
and energetic librarians using methods like those suggested
here, then the cause of school library development in the region
can be helped a little further.

PROMOTING THE SCHOOL LIBRARY

AS A CENTRE OF COMMUNICATION

The objectives of school library services are easy to identify and
define if they are seen as part of an integrated library and information
service network, whose overall objectives are the organization and
dissemination of all kinds of information to suit the varying needs of
all segments and levels of the society, including children and young adults.
Consequently, if the needs of this group are identified as follows:

(i)   to be introduced to books at a very early age, since recent educational
        research has emphasized the early years as the time when the reading
        habit is generally formed;

(ii)   to become familiar with all media as carriers of information, whether
        for vocational or recreational purposes;

(iii)   to develop information retrieval skills which will carry over into
        all areas of adult life, and

(iv)   to constantly pursue the goal of individual excellence by using all
        the materials and media available to them,

then the library information network must provide services designed to
satisfy these needs, and school libraries are the best place to do so.

School libraries can be centres not only for curriculum support of formal
educational systems, but also centres of communication which enrich the
lives of students, and introduce them to varying aspects of literature, the
arts, current affairs and their country's culture.

However, certain steps must be taken before school libraries can become
capable of satisfying these needs;

(i)   objectives of their services must be clearly defined and expressed;

(ii)   a workable organizational structure must be established;

(iii) adequate funding must be assured, and

(iv)   competent staff must be provided.

These four important pre-requisites will be discussed briefly before this paper addresses itself to the topic of promoting the library as a centre of communication.

OBJECTIVES

Whatever objectives school libraries hope to achieve as a result of the services they offer should be clearly stated in writing so that school administrators, teaching staff, parents and students may understand clearly what the library can do for them. These stated objectives may be part of written policy statements which would also show how such objectives are to be met.

ORGANIZATIONAL FRAMEWORK

Once the objectives have been identified, a workable organizational framework must be designed for achieving them. The most essential component of such a framework would be the enactment of legislation, included in educational legislation, and embodied in educational codes and regulations, to ensure the provision and continuing progress of school libraries and services. Such codes or regulations would state explicitly

(a)   what library services must be provided in schools;

(b)   what provisions would be made for funds, staff etc..

They might also give guidelines for the formation of boards, committees, councils which would administer them and what powers these bodies would have e.g. re budgets, personnel etc..

Other elements to be considered would be the making of decisions as to what areas of school library services could more profitably be centralized, how much autonomy might be granted to individual school libraries, the provision of support services such as model libraries and teachers' centres, and continuing and/or in-service education and training for staff.

FUNDING

Funding agencies should be clearly identified, and procedures should be such that provisions are made for increases to keep pace with rising prices of materials, and for new expenses caused by revisions or improvements of the services offered. Safeguards should also be included so that funds allocated cannot be arbitrarily cut, or diverted to other areas.

STAFF

This is in many ways the single most important feature of the effective school library, since any service can only be as good - or as bad - as the people who organize and administer it. Therefore, provision should be made for staff with special expertise in both education and librarianship; such a combination of professional skills would enable them to select suitable materials, instruct teachers and students in their use, encourage individual exploration and development, and promote the use of the school library not just as part of formal schooling, but as a bridge between children and the whole world of ideas, knowledge and skills which they can use to enrich every area of their lives.

Given the presence of these four elements - objectives, infrastructure, funds and staff - how can the school library function as a centre of communication?

In the book "National Library and Information Services" the authors
develop an interesting theory of libraries and communication which
may be summarized as follows:

(a)   In today's complex society with its dependence on technology,
       there is an ever-growing need for the dissemination of information
       to facilitate the understanding and application of that technology
       and of the society to which it is to be applied;

(b)   communication therefore becomes a major social function, worthy of
       study as a subject in itself;

(c)   the media of communication have become increasingly complex and
       varied;

(d)   the value of these media depend on efficient organization for their
       use as vehicles of information both current and retrospective and
       as carriers of the cultural heritage;

(e)   libraries provide the needed organization for use and therefore
       have a vital role to play in all aspects of communication.

This is not too advanced a role to be applied to school libraries. Schools
are by designation the places where young members of the society acquire
the information and skills which enable them to function within the society;
if communication skills are necessary, then they must be taught at school,
with the school library providing opportunities, materials and guidance,
and itself acting as a communication centre.

It must also be emphasized that this is not a passive role; it is the
business of the library to make its presence felt, to be actively involved
in the teaching-learning process. In other words, the library must not

only be a centre of communication, it must communicate with all segments
of the school population it serves - the administrators, the teachers
and the students - constantly explaining, emphasizing and promoting
its services. This is where the commitment, expertise and vigour of
the librarian become of paramount importance; he/she must be able to
convince the school population that its library is a valuable resource.

Communicating with Administrators

There are around us many examples of good libraries - i.e. good in terms
of resources and planned programmes - which fail to have any impact on the
school because of a lack of awareness of their potential; this is a pity
and a waste, and it is the business of the librarian to prevent it. Some
or all of the following strategies may be used:

(i)   Presentation to the principal of a written statement of the library's
       objectives, showing how they support the educational objectives of
       the school and outlining the areas where administrative support is
       needed. Emphasis should be placed on the mutually supportive roles
       of the principal and the school librarian.

(ii)   Regular reports on current trends in school library practice, new
       resources, technology etc. and their value to the learning process.

(iii) Working closely with the principal to ensure that the school library
       keeps pace with curriculum development and new approaches to the
       teaching of various subjects.

(iv)   Scrupulous budgeting and accounting procedures and analyses of the
       cost-effectiveness of library resources and programmes.

(v)   Finally, aiding the professional development of the principal and

other administrators by raising their level of awareness of all
aspects of school library practice.

To return to a point made in the earlier part of this paper - that
adequate funding is essential to the success of the school library -
it seems obvious that educational administrators who are convinced
that the library is vital to the success of the school will be better
motivated to provide or support requests for adequate budgets for library
services and programmes.

Communicating with Teachers

Because of the relative newness of school libraries in the educational
picture, it is still fairly common to find oneself dealing with teachers
who are ignorant of the role of the library and its resources, how to use
them in their own teaching and how to stimulate their students to use
them. Various strategies are needed here also:

(i)   Emphasizing the role of the library as a learning centre and of the
      librarian as a member of the teaching team. It would be useful to
      circulate to teachers too a copy of the written objectives of the
      library and show how they provide support for teacher's objectives.
      In fact a "Library Handbook for Teachers" would be a useful idea;
      this would also contain guidelines for the use of the library services
      offered to teachers, suggestions for stimulating use by students etc..

(ii) Providing information and instruction on new learning resources and
      their use.

(iii) Becoming involved in curriculum planning and development and keeping
      oneself informed of the special needs of different subjects or grade/age
      levels.

(iv)   Involving teachers in selecting library materials and planning
       programmes to suit their pupils' needs.

(v)   Finally, acting as a resource person and liaising with other
       libraries, information centres or other useful institutions so
       as to expand as much as possible the range of materials and
       services available to teachers.

It is in dealing with teachers that the librarian's expertise in educational
theory and practice becomes invaluable; it makes possible an understanding
of their problems and makes it easier to meet them on their own level as
they are much more likely to accept suggestions from one whom they acknow-
ledge as being a professional peer.

Outreach is extremely important; announcements and reports at staff meetings,
providing subject-related displays and/or bibliographies, inviting different
departments to the library and discussing with them what support materials
are there for their area of the curriculum, all these strategies constantly
underline the pervasive role of the library in the school, but they need
competent school librarians to carry them out. The idea of expertise as
a result of appropriate education and training is constantly emphasized
because observation and research have convinced this writer that the
librarian is the key resource in ensuring that successful communication
takes place.

COMMUNICATING WITH STUDENTS

If successful communication is achieved between the school librarian, school principals and other administrators, and teaching staff, then communication with the students becomes almost automatic; they will be more or less forced to use the library if teachers teach lessons and give assignments which demand investigation and exploration of media, and if school regulations and timetables are sufficiently flexible to allow them easy access to the media and services provided.

This does not however relieve the librarian of the responsibility of establishing meaningful contact with the student, and initiating learning experiences complementary to those supplied by teachers. The school librarian's task here is to support the process of education by providing curriculum-oriented material, enrich it by providing a variety of viewpoints and approaches, and facilitate the assimilation of ideas and information by presenting them in a variety of formats at all levels of comprehension. The following approaches could be tried:

(i)   Making the library a physically attractive place so as to catch the students' attention and encourage them to enter;

(ii)   using various activities to introduce students to the wealth of man's recorded ideas, feelings, and knowledge, via the media of print, audio-visual and other materials;

(iii)   teaching and reinforcing, cooperatively with other teachers, the skills of information retrieval and use.

(iv)   encouraging students to be aware of the many differing - sometimes controversial - points of view that are possible in all areas of knowledge.

(v)   involving them in the process of selection by carefully noting their
        requests for particular topics or types of materials and listening
        to their evaluation of what is provided;

(vi)   constantly reminding them that information is all around them in
        various forms and can be used to satisfy many needs, and acting as the
        link between students and sources of information both in the school
        and in the wider community around them.

In dealing with students the school librarian is more fortunate than the class-
room teachers because he/she is not bound by the limitations of syllabus or
exams; his sphere of responsibility is the whole world of knowledge and culture
and there is no reason why the school library should not attempt to expose
students to as much of it as possible. The only limiting factors may be
those of finance which may preclude the possibility of acquiring certain
types of material, or lack of imagination or expertise on the part of the
school librarian, who may not be able to use what is there imaginatively,
or promote the library and its services successfully.

In all aspects of school library provision - selection of material, organization,
instruction, communication etc. - the librarian is the key to success. A well
trained imaginative librarian can do more with limited resources than a poor
one can do with a wealth of material, and especially in the area of promotion
of the library and its services it is the expertise and persuasiveness of the
librarian which can make the process of communication a successful one.

This writer, coming from a region in which school libraries are in general
not yet very well developed, has found two reasons for this state of affairs.

The first is finance; many governments are not spending enough on school library services to help them to meet even the minimum standards of acceptability with regard to accommodation,collections and staff. Secondly, because of the low levels of funding and the lack of even minimum standards regarding qualifications of school library personnel, there are many instances of misue or under-use of the facilities that do exist. It would seem therefore that it may be more profitable to tackle the sedond problem first, i.e. develop programmes for the education and training of school librarians which would make them more capable of making maximum use of the scant resources that exist, and achieving successes which would, hopefully, attract better funding. For this reason an appendix to this paper makes some suggestions with regard to the objectives and content of programmes for the education of school librarians. Such programmes could help to produce personnel who are fully aware of their potential contribution to the educational system, and who might be more successful in convincing governments to make better provision for school libraries, to make them more effective as centres of learning and communication.

THE EDUCATION OF SCHOOL LIBRARY PERSONNEL

GUIDELINES FOR CONSTRUCTING A SYLLABUS

EDUCATIONAL OBJECTIVES

The education and training of school librarians should equip them for
the variety of demands to be made on them by the children they serve;
It should also attempt to develop certain attitudes towards working with
pupils, teachers and school administrators.

1.   School librarians who are involved in helping to educate children
      and develop their greatest potential can only do so if they themselves
      have a good basic broad-based education which makes them aware of all
      the areas of learning in which children and teachers may be interested
      and involved.
      EDUCATION/TRAINING NEED: At least high school graduation; degree preferable.

2.   Since they deal with children and are helping to educate them they should
      be knowledgeable about how children grow, develop, learn, are motivated etc..
      EDUCATION/TRAINING NEED: Child psychology, development etc..

3.   Since they are part of the process of education they should be aware
      of how it works and what facilitates or hinders it.
      EDUCATION/TRAINING NEED: Educational philosophy, psychology and
      sociology; principles, methods and systems.

4.   As media specialists whose aim is to develop knowledge about information
      in all forms and skill in how to find and use it they need to have
      training in identifying, evaluating and using all kinds of information
      bearing media.
      EDUCATION/TRAINING NEED: Children's and Adolescent Literature,
      AV Media and Equipment, Reference Materials, Research and Communication
      Skills.

5.   Finally, if the school library/media centre is to be a force for educa-
      tional excellence it should add enrichment to the process of education
      and aid the total development of each individual student.
      ATTITUDINAL NEED: Commitment to the process of providing resources

and services which support and enrich the teaching and learning programme.

SYLLABUS OF COURSES

Child and Adolescent Psychology

Educational Theory and Practice

Sociology

Children's Literature

Adolescent Literature

Audiovisual Materials

Library Networks and Systems

School Library Administration and Organization

Bibliography and Reference

Cataloguing and Classification

Media and Communication

Research Methods

Optional Subjects e.g. Spanish, French, other academic subjects

PROGRAMMES

(a) Certificate programmes at Teachers' College Level

(b) Degree Programmes at University Level

(c) Post-graduate Programmes

(d) "Specialist" courses and continuing education programmes

BIBLIOGRAPHY

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2. Carroll, F. L. and Patricia F. Bielke. Guidelines for the planning and organization of school library media centres. Revised version. UNESCO,1979.

3. Davies, Ruth Ann. The school library media center. Bowker/Xerox, 1974.

4. Penna, C. V., ed. National Library and Information Services: a handbook for planners. Butterworths, 1977.

Library is a place of relaxation --- A Japanese identity of school libraries.

Mieko Nagakura, Library of Education, National Institute for Educational Research, Tokyo.

In 1973, exactly 10 years ago, I had an opportunity to talk about school and children's library services to German audience at Frankfurt. The summary of my talk was appeared in German in a German professional magazine for school librarians. So, I re-produced this article for today`s audience, and put 50 copies outside of this room for distribution. This article is still useful, because no legal and administrative changes had happened since then. This is quite fortunate for me, for I can avoid another trouble to introduce the framework of school library system, e.g. the School Library Law, or Die Schulbibliotheks-gesetze, and educational administration system for school librar-ies in Japan.

Statistically or physically, our school libraries have grown, not dramatically but constantly, within this decade. Almost every school e.g. 98% of elementary and secondary schools in Japan have libraries. Average book stock is 4,000 volumes per a school and 11 books per child. Average annual library expenditures, ex-cluding salaries, was 713,000 yen (DM 7.130) per a school in 1980. This amount made schools able to cover about 40% of newly published children's titles in that year. Library personnel is not adequate in our schools. Less than 1% of our schools assigns a teacher officially as a teacher-librarian, and only 19% of our schools appoints school librarians whose status are not teacher.

Accessibility to children's books through other than school libraries is quite good. There are 1,074 public libraries which offer children's services. This number of public libraries is too small for a nation of over 100 million people. But, there are 10 times more book stores as public libraries. This number is equal to secondary schools, and a half of elementary schools. Last year in 1982, 2,344 titles of children's books were pub-lished. Their prices were quite reasonable, e.g. about 900 yen average (DM 10.00). So that, if children and parents want to buy, books are within easy reach.

Accessibility is not our main problem. Then,what is the main problem which prevents our school libraries being centres of communication and culture in school and community? That is the lack of committment to a library program, or unfavourable attit-udes of educational administrators, teachers, parents and students toward school libraries and librarians, and also their ignorance to the value of autonomous reading in human life.

Last year and two years ago, we had an elementary teacher-librar-ian and a secondary school librarian from California,U.S., who had made comparative studies of Japanese school libraries respectively.

In their conclusions,they similarly pointed out that the Japanese school libraries have reached a crossroad in the development where we must define our own identity and own purposes which are different from Americans' or probably from other Western countries.

Here are some functions suggested by a school librarian which might develop to our own identity.

1. Libraries must function dual purposes; function as QUIET STUDY HALL for children and students who need intensive study for highly competitive entrance examinations to higher educational institutions, and function as RECREATION HALL with cozy and relaxed atmosphere where children and students are able to get rid of systematic and controlled instruction.

2. Librarians must advocate the value of autonomous reading e.g. the reading irrelevant to subject instruction and to preparation to tests and examinations, for the pursuit of human happiness.

3. Libraries must be resource places which provide efficiently whatever materials and services requested by teachers for instructional purposes. For a time being, librarians are better to serve teachers as EFFICIENT BROKERS OF MATERIALS rather than as co-workers or teaching partners or curriculum consultants. Japanese teachers, at the moment, are very allergic to have advices on curriculum planning and teaching from librarians.

In short, I should say, that school library must be antithetic to school education, in such a country as curriculum are standardized, instruction is highly systematic and evaluation by tests plays a large part. In such a society, library can be only a place in a school where children and students get rid of daily competition and make friends with others through reading and recreational activities Here in the library, children can see others as playmates but not as study rivals, and are able to communicate as same age group child ren.

To realize such purposes, educational administrators and principals and teachers, I should like to stress, try to give children and students the time allowance to visit libraries at their own will, but not compulsory or in scheduled library lessons. Librarians, on the other hand, should plan and work hard to allure children and students spontaneously to libraries through attractive collection and tempting programs. Librarians are expected to act as big brothers or sisters who patiently listen to personal problems and give guidance as informal counselors. Libraries are a SIGNIFICANT WASTE in economical way of education. In this way, school library can be a centre of communication and culture where children can come out of each solitary study cells and open their minds to same age children.

Schools Libraries Situation In Sierra Leone.

Joe Ben Nuni, Librarian Schools Service, Sierra Leone
Library Board, Freetown, Sierra Leone.

In Sierra Leone the majority of Primary and Secondary Schools
are government assisted but there are only a few Secondary
Schools with Libraries. No library provision is made for prim-
ary schools except for a few private owned primary and nursery
schools which do provide library facilities out of their schools'
fund. The Ministry of Education does provide an annual library
grant of two leones per pupil to all government assisted schools
in addition to books donations received from Foreign Embassies
and other Overseas Organisations and Institutions towards librar-
ies' development.

The Mobile Library Service operated by the Sierra Leone Library
Board was established in 1961 as the Primary Schools Services.
This Service is slightly different from what operates in other
countries since it is concerned mainly with primary schools in
the rural towns where libraries have not been established. The
need for such a service stemmed from the fact that reading mater-
ials were lacking in these schools. It was therefore the Board's
conviction that this was an area in which a moderate sum would
go a long way to stepping up the standard of teaching and educat-
ion. The scheme is funded by the Ministry of Education for the
purchase of children's books and operates from two mobile library
landrovers donated to the Board by the British Government through
the British Council in Sierra Leone as part of the Public Library
Development Scheme agreed upon by the Ministry of Education/
Sierra Leone Library Board/British Council. In 1980/81, books
worth 6,900 (six thousand nine hundred pounds) were also don-
ated to the schools' service under the Overseas Development Admini-
stration (O.D.A.). The Board has kept up regular visits to the
schools supplying them with a collection of easy readers, supple-
mentary readers, reference and subject books for teachers which
are changed regularly.

In 1981/82 school year, the number of schools served stood
at 750 and the bookstock of the scheme was 11,877 volumes.

Need for Libraries in Primary Schools

Books are the most important single medium by which experience
and knowledge are communicated. The effective use of books is
something which should be taught at the age of formal education,
and it is impossible to fulfil this task adequately without a
library or a collection of books. In primary schools, the pupils
are taught to read, write and speak English, but how can any im-
provement be made if there is no reading material with which they
can practise?

Of course, the public library is available to some children
if they are fortunate enough to live near one, but many vill-
age children have no access to books and even if they do re-
ceive a supply collection of books on loan from the public
library, they soon become bored with the same books. Children
of primary school age are ready for interesting book material
to boost and improve their language skills, but they are rare-
ly given this opportunity - not until pupils reach secondary
schools do they come into contact with books as such. Often
their standard of English is still low, so first of all they
need to be encouraged to read and secondly they must have
access to reading materials which are suitable for their level
of English. The school's librarian's task, therefore, is
essentially one of encouragement and guidance. If pupils are
encouraged to use the library and are given guidance in how
to use it effectively then they will eventually leave school
with some knowledge of what books can mean for study purposes
and recreation.

Libraries in Secondary Schools

Although all Government Assisted Secondary Schools do receive
annual library grants yet there are only a few schools in the
Western Area and in the provinces with library facilities. A
recent survey by the Schools Libraries Committee of Sierra Leone
Library Association revealed that of the thirty-six registered
secondary schools in the Western Area, only ten schools have
fairly organised libraries. Bookstock in each of them is approx-
imately between 1000-1500 volumes. These consist mainly of books
donations from either the British Council or from Overseas
Organisations and Institutions. In addition to these donations,
The Sierra Leone Library Board gives technical advice and donates
Ranfurly Books (second hand gift books) received from the
Ranfurly Library Service in London at regular intervals to sec-
ondary schools throughout the country.

There is the general feeling among our educationists that the
school library is important as an agency for distributing in-
formation to students, teachers and administrators. As the
library becomes a distinctive part of the educational system,
it takes on a new interest and a new responsibility.The traditi-
onal text is no longer considered adequate to provide the chief
source of reading material for learning.
The students and teachers have a right to expect relevant libra-
ry materials available for their work. The school library should
be the centre of the instructional programme, not merely a deposit-
ory of books. Modern classroom teaching requires adequate librar-
ry. The school library becomes the service centre for curriculum
enrichment, the depository for audio-visual aids, for recreat-
ional activities and for elementary research.

School libraries in Sierra Leone are not really functional in
the strict sense because of the following problems.

1.   <u>Accommodation</u> - There are very few schools with separate buildings set aside within the school compound for the purpose of a library building. Like most developing countries, the greatest handicap to plan for increasing and improving school libraries has been inadequate funds. With adequate funds, libraries can be built equipped and stocked as a part of school buildings.

2.   <u>Staffing</u> - The few schools with libraries cannot afford to employ trained and qualified librarians. Instead, they prefer to have one teacher in charge of the library and one library assistant with the City and Guilds of London Library Assistant Certificate working full time.

3.   <u>Bookstock</u> - Their bookstock require a thorough review as they consist mainly of books donations. Sometimes these books are not necessary because the school library should be regarded as a functional unit of the school rather than as a collection of books. It should be the centre of both the curriculum and activity of the school.
The modern school library is not functional in the educational programme if it does not serve as a resource centre for teachers and students.

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

Agenda - Annual General Meeting

August 14, 1983

Call to order

Minutes for 1982 annual meeting   - Executive Secretary

Report of the President 1982-83   - Amy Robertson

Treasurer's Report   - Anne Shafer

Budget Presentation   - Anne Shafer

Report of Nominating Committee   - Dorothy Diewald

Election of Officers and Directors

Presentation of By-laws changes   - Michael Cooke

Vote on By-laws

Report of Assembly of Associations   - Michael Cooke

Committee Reports

Old Business

New Business

1984 Annual Conference   - Jean Lowrie

Resolutions

Announcements

Adjournment

Minutes of the Annual General Meeting of IASL
August 14, 1983

The annual general meeting of the International Association of School
Librarianship was called to order by the President Amy Robertson (Jamaica)
on Sunday, August 14, 1983 at the conference site in Bad Segeberg, W. Germany.

The minutes of the 1982 annual meeting were presented by the Executive
Secretary and approved.

President Amy Robertson presented her last report as President of IASL.
(Attached.) Her emphasis on "Media in Mediocrity Out" was a sound farewell.

The Treasurer's report for the year and the budget for 1983-84 were presented.
Thomas moved and Overduin seconded acceptance of financial report. (Attached.)

The President appointed Miriam Curtis (England) and Sigrun Hannisdöttir
(Iceland) as tellers for the election of officers and vote on the By-laws
changes.

Dorothy Diewald (Germany) chair of the nominating gave the report. (Attached.)
The president called for nominations from the floor and Bengt Jesperson
(Nordic School Library Association) nominated Axel Wisbom (Denmark) for
president. There were no other nominations. Printed ballots were distributed.
The president announced that the nominating procedures were being reviewed
and new ones would be in place for next year's election. She also announced
that Betty Korpela (USA) would serve as chair of the 1984 nominating committee.
Lawrence McGrath and Shinichi Watanabe were being invited to be members.

The By-law changes were presented by Michael Cooke, vice president. These
were to allow for increasing the numbers of directors to be elected.
"Article IV Ececutive Committee, Section 1. Number and Tenure to read:'...
managed by an Executive Committee of not less than six Directors...' instead
of: '... managed by an Executive Committee of six Directors...' Section 2,
line 4 to read: 'Thereafter at least two Directors shall be elected each
year at the annual meeting of members for a three year term' instead of:
'Thereafter two Directors shall be elected annually at the annual meeting of
members for a three year term." Discussion followed during which Elizabeth
King (U.K.) proposed that a limit of nine directors be considered. The
amendment was defeated. Final vote for changes: 317 in favor; 31 against.

A report on the Assembly of Associations was made by vice president Cooke.
Two meetings were held this year. The first allowed all delegates and
representatives to report on their year's activities at an open meeting. The
second meeting included official association delegates and observors.
Decisions were reached on the greetings for future meetings and the structure
for delegates, reports, and activities. A newsletter will contain all this
information for associations. Others may obtain if desired. The question
of a European regional association was presented by the Nordic School Library
Association. It was agreed that the Nordic group should pursue the possibility
of a European group though not as an IASL section at present.

Ann Taylor, Chair Research Committee, reported on their plans. A call for
research was placed in the spring Newsletter. Computers in libraries and
assistance in learning library tools as well as children's reading interests
seem to be major topics of interest. The committee met during the con-
ference and reported that it was thinking in terms of "investigation" rather
than pure research. An inventory of research in school librarianship 1980-
1985 is now being considered with a questionnaire in the Newsletter. Katie
Mungo will follow thru on this. Images of countries presented in children's
literature will be done as a pilot in Canada by John Wright. "The more we
publish, the more credibility we will have as an association" stated the
chair.

Unesco gift coupon program was presented by Lucille Thomas. $1000 was given
to a technical school in the Philippines this year. There is a need to
expand this program. New flyers are being prepared. Personal contributions
were collected at the door. Over $400 (U.S.) was given!!

The election results were announced: President Michael Cooke (285 votes)
Axel Wisbom (93); Vice President John Wright (for two year term to complete
Cooke's term); Directors Shirley Coulter, Nova Scotia, Canada and Nelson R.
Trijillo, Caracas, Venezuela.

As the new president, Michael Cooke pointed up some of the problems and
objectives which he had: lack of growth, need for membership involvement,
our adolescent growing problems, relationship with other international
"ngos," expansion of working committees. He ended with a special welcome
to the new members.

It was announced that an amendment to Article V Section 1 was being proposed
by the Board and would appear in the October Newsletter. This is designed
to permit the immediate past president to sit for one year on the Board on
a consultant basis.

The Hawaiian conference 1984 was announced. The theme will be "Media Centers:
Partners in Education."   Dates are July 29 - August . It is hoped that
a pre conference study tour will be available.

A resolution of thanks to Anke Matthies and her hard working committee was
presented by Val Packer.

Michael Cooke then read the following:

> I now have a very pleasant task to perform on behalf of
> you all as Amy Robertson retires from six years as President.
> The "Amy Robertson Road Show" is a hard act to follow for any
> President.
>
> To each conference she has brought her own buoyant person-
> ality and has always managed to capture the spirit of there
> friendly occasions where ever we have met. She can now give
> us the benefit of her experience from the back benches and I
> know the Board will welcome the opportunity of having Amy
> with us on the Executive Board for another year as Past
> President.

Annual General Meeting
August 1983
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> Before I come to the formal presentation to Amy, I must
> also thank Jean Lowrie, our Executive Secretary, for her
> continuing efforts on behalf of IASL. I am sure Amy
> will agree that without Jean the Association would not
> be in the strong position it finds itself today -
> recognized by IFLA and WCOTP and acting as an Agent for
> the Unesco Book Project. We must not feel complacent;
> there is still need for great efforts from us all to
> increase our membership and representation around the
> world - but Jean and Amy together have given us a firm
> foundation to build on. I hope we shall continue to
> have the benefit of Jean's experience for many years.
>
> I will now ask Amy to accept this testimonial and award
> from the Association and hope, on your behalf, that she
> will find a place for it which will constantly remind
> her of the great respect we have for her.

This was followed by a standing ovation for President Amy. Meeting
adjourned.

President's Report to IASL 1983

In this my final report as President, I record my pleasure that the theme of sharing so well demonstrated in Canada last year has found action in increased membership participation. New publications, new members, new committees, and a new Newsletter Editor have emerged.

Membership — Growth of members has never been fast. We are still at about 600, but we are satisfied that individual members made successful attempts over the past year to recruit new members. Problems of retention are in the hands of members themselves. I believe that within our resources we give all we can and more. It is up to the membership to demonstrate their loyalty and committment by remaining paid up and recruiting new members. We are pleased that conference representation moved from 17 countries last year to 24 this year, however, this must be improved since we are an international association. New representation came from Sierra Leone, Israel and the American Media Association overseas. The expansion of the Directorate is a first step to more increased representation, but each member must play his part. The Public Relations and Membership Committee have made certain proposals to the Board which are being studied and which you will hear about in time.

Association Assembly — Although an Association is essentially people-based, we encourage associations, state, provincial and national to join, as we think that the school librarianship movement worldwide can make great strides through strong associations. We were greatly thrilled therefore to welcome to the working session of this conference 18 officially appointed delegates, and 8 observers. This is the third year for this Assembly, two newsletters have been issued and an air of excitement surrounds the future of the Assembly. It is our sincere will that one of the tangible results of our meeting here this week will be the formation of a Schleswig-Holstein School Library Association.

Newsletter — The Newsletter remains our only channel of communication. Any improvement you may notice is as a direct result of moving (albeit late)into the computer world. For this Don Fork, associated with the Newsletter since 1977, must be warmly thanked. We have regretfully, however, had to say good-bye to him as he is no longer able to assist in this capacity. Fortunately, Judith Higgins has agreed to take up the responsibility of Newsletter Editor.

Funds — Despite the tightness of our funds we decided not to raise membership fees in view of poor budgets worldwide, salary cuts and unemployment. We however applied to UNESCO for a higher category rating than we now enjoy so that in time we could qualify for funds. We however were unsuccessful as UNESCO feels that we were not yet sufficiently strong nor representative to qualify. Our Association can only become strong by the sustained interest of its members. Can each member not try to raise one dollar per year for each year of the Association's existence? We have already detailed where money is needed.

Outreach Activities — We have retained an affiliate membership and working relations with WCOTP, IFLA, and IRA. We are always ready and willing to share our resources and knowledge with similar organizations. Later you will hear about the UNESCO Book Coupon Programme.

WCOTP Statement — On the invitation of WCOTP, IASL has prepared a statement on the role of the school library media center. Publication of this statement by that body with its 140 strong national member unions, should help to secure some recognition for school libraries of where they are undeveloped or nonexistant. We have heard enough here this week to know that non support of school libraries is not only consequential on our budgets, apathy on the part of governments and educational administrators plays an equally important role, overall.

Dissatisfaction with the delivery of education is widespread, and the school librarian is not exempt from blame. IASL through its members must therefore strive to play a more dynamic role in helping to achieve the national and international goals of education. Our credo could well be "Media in, mediocrity out."

As a native of a developing country, I am very much aware of the premium placed on education, skills training and adult literacy. I would like to see our Association participating in UNESCO's goal of education for all school children by the year 2000.

On a personal note, I wish to thank the Board and members of IASL for their confidence in re-electing me for a second term of office. I foresee unprecedented growth for the Association in the years ahead and am proud I was able to make some small contribution in the formative years.

Finally, I think it fitting that the Board has accepted an invitation to hold the 1985 conference in my country, Jamaica, where it was formerly launched twelve years ago. I wish the best for this Association and all its members.

Amy Robertson
President

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INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

Financial Report - IASL

July 1, 1982 - June 30, 1983

Income	Budgeted	Actual
Memberships		
a. Associations	$ 400.00	$ 373.50
b. Individuals	4,500.00	3,584.43
Sale of Publications	900.00	1,033.25
Contributions & Royalties	300.00	253.98
Conference Income	-	-
	6,100.00	5,245.16

Expenditures		
Secretarial	1,300.00	1,048.25
IFLA dues	300.00	237.80
WCOTP dues	70.00	58.85
President's Expense	150.00	150.00
Printing (includes duplicating and photocopying)	800.00	826.43
Filing tax exempt status	5.00	10.00
Newsletter		
a. Clerical (typing & paper)	150.00	-
b. Postage	1,700.00	1,183.03
c. Editor's Expense	100.00	64.75
Proceedings		
a. Printing	150.00	185.00
b. Postage	450.00	113.62
Collection charges for checks	25.00	182.20
Telephone & Miscellaneous Office Expense	500.00	587.43
a. Telephone 2.15		
b. General postage 370.29 ⎱587.43		
c. Miscellaneous 214.99		
Executive Secretary's Expense	200.00	126.44
Conference Contingency	200.00	-
	6,100.00	4,773.80

Additional Expenses from Other Accts.

Michael Cooke (Nordic Conf. Travel)	415.71
University of Alberta (Ex. Bd. Expenses)	456.94
Lesley Johnson Farmer (I.R.A. Conf. Dublin)	44.25
Total Expenses	5,690.70

Financial Report - IASL
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Checking Account Balance

June 30, 1982	$1,275.12
Total deposits 7/1/82 to 6/30/83	+6,162.06
	7,437.18
Total checks written (expenses)	-5,690.70
June 30, 1983	$1,746.48

Savings Account Balance

June 30, 1982	$3,968.85
CD Interest	+1,112.41
Savings Acct. Interest	+ 214.77
Sub total	5,296.03
Less withdrawals	916.90

> 415.71 Michael Cooke Nordic Conf. Expense
> 501.19 U. of Alberta & I.R.A. Bd. Exp.

June 30, 1983	$4,379.13

Current Resources

Certificate of Deposit: from Wales Conference	$10,000.00
Current Savings Balance	4,379.13
Current Checking Balance	1,746.48
	$16,125.61

Anne Elise Shafer
Treasurer

Audited by:

Joseph W. Karlson

Joseph Karlson
Mathematics Department
Evanston Township High School
Evanston, Illinois
July 27, 1983

Proposed Budget 1983-84

Income	Budgeted 1982-83	Actual	Proposed
Membership			
a. Association	$ 400.00	$ 373.50	$ 400.00
b. Individual	4,500.00	3,584.43	4,500.00
Sale of Publications	900.00	1,033.25	1,000.00
Contributions & Royalties	300.00	253.98	300.00
Conference Income	--	--	--
			6,200.00

Expenditures			
Secretarial	1,300.00	1,048.25	1,300.00
IFLA dues	300.00	237.80	300.00
WCOTP dues	70.00	58.85	70.00
President's Expenses	150.00	150.00	150.00
Printing (includes duplicating & photocopying)	800.00	826.43	800.00
Filing tax exempt status	5.00	10.00	5.00
Newsletter			
a. Clerical (typing & paper)	150.00	--	150.00
b. Postage	1,700.00	1,183.03	1,700.00
c. Editor's Expense	100.00	64.75	100.00
Proceedings			
a. Printing	150.00	185.00	150.00
b. Postage	450.00	113.62	450.00
Collection charges on foreign checks and bank charges	25.00	182.20	25.00
Office Expense	500.00	587.43	600.00
a. Telephone			
b. General Postage			
c. Miscellaneous			
Executive Secretary	200.00	126.44	200.00
Conference Contingency	200.00	--	200.00
			$6,200.00

Anne Elise Shafer
Treasurer

REPORT OF THE NOMINATING COMMITTEE
Bad Segeberg, West Germany, 1983

According to Section 5, Article V of the By-laws; the form which had been
established last year; and the available guidelines, we have set up a slate
(list) of one (1) person for each open position. The open positions, and
the nominated persons are as follows:

President: Michael J. Cooke
            Abersytwyth, Wales, United Kingdom

Now serving as Vice President. He is Senior Lecturer at the College of
Librarianship, Abersytwyth, Wales. He has had extensive international
experience as consultant and teacher in the area of school librarianship.
Presently, he is serving on the United Kingdom School Library Association
National Committee, and representing that association in a joint committee
with the Library Association concerned with the training of teacher-
librarians.

He is a member of the Library Information Services Council for Wales, and
presently working in a group which is examining library services for chil-
dren in Wales.

He was the Chairman of the 1981 IASL Conference in Wales, and took over the
obligations of the President in Amy Robertson's absence.

Vice President: John Wright
                 Edmonton, Alberta, Canada

Now serving as Director for North America. John will complete Michael's
2-year term.

Professor Wright was born in the province of Saskatchewan in Canada, and
graduated from the University of Saskatchewan as a teacher of English and
history. He took his professional library education at Columbia University
in the United States. He has been supervisor of school libraries for the
Saskatchewan Department of Education. Since 1968 he is a professor of
school librarianship in the Faculty of Education and in the Faculty of
Library Science at the University of Alberta. He has held office in library
associations in Saskatchewan, Alberta, United States, Canada, and in IASL.

He had been chairman of the IASL Conference in Red Deer, Canada in 1982.

Director, North America: Shirley Y. Coulter
                          Cartmouth, Nova Scotia, Canada

Is the Co-ordinator, School Libraries Education Resource Services, Provincial
Library, Department of Education, Nova Scotia, Canada. She recently chaired
the Minister's Task Force on School Libraries. She was a founding member of
the Canadian School Library Association, and also a founding member of the
Nova Scotia School Library Association. She is a member of several library
associations in Canada, and has held a variety of executive positions in
these over the years.

Annual General Meeting
August 1983
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Last year she took part in the conference program at Red Deer, and represented
the Nova Scotia School Library Associations' part in the Association's dis-
play there.

Director, South America: Nelson R. Trujillio
                         Caracas, Venezuela

Is a Specialist Administrator of the Banco del Libro, the book depository of
Spanish books for school and public libraries in Venezuela.

He was Chairman of the IASL Conference in Ciudad Guyana, Venezuela.

Respectfully submitted:

Dorothea Diewald, Chairperson
Beryl Colwell, Member
Oddvar Walmsness, Member

Wednesday, August 10th

14 00   Registration commences in the Intermar Hotel

               Informal visits to town.
               For details enquire at registration desk.

19 30   Welcome Supper
               in the "Pferdestall" (stable)

               <u>Greetings / Grußworte</u>

               Graf Schwerin von Krosigk,
               Landrat des Kreises Segeberg

               Drinks: Courtesy of the county of
               Segeberg

               The "Pferdestall" can be reached either by
               car or by walking alongside the lake of Bad
               Segeberg. For all those who feel fit for it,
               the beautiful walk will take just about 40
               minutes.

Thursday, August 11th

09 00   <u>Welcome and Introductions</u>

               Conference Chairperson: Anke Matthies
               President, International Association of
               School Librarianship: Amy Robertson.

               <u>Official Opening by</u>

               Dr. Peter Bendixen, Minister for Cultural
               Affairs and Education in Schleswig-Holstein.

               <u>Greetings/Grußworte</u>

               Graf Schwerin von Krosigk, Landrat des Kreises
               Segeberg.

               Uwe Menke, Bürgermeister der Stadt Bad Segeberg.

10 30   Coffee break

11 00   <u>Keynote Address:</u>

               "SCHOOL LIBRARIES - THE CHALLENGE OF THE NEW
               TECHNOLOGIES"
               Leslie F.Ryder, Executive Vice Chairman,
               Educational Video Limited, London

CHAIR: Michael J. Cooke, Senior Lecturer,
College of Librarianship, Wales (IASL Vice
President)

12 30   LUNCH BREAK

(IASL Board and Programme Committee:
reception meeting for the press)

14 00   "SCHOOL LIBRARIES IN THE FEDERAL REPUBLIC
OF GERMANY"

Niels Hoebbel, Beratungsstelle für Schulbib-
liotheken beim Deutschen Bibliotheksinsti-
tut, Berlin;
Prof. Andreas Papendieck, Library School,
Stuttgart

CHAIR: Astrid Lauster, School Librarian,
Bielefeld

16 00   First meeting: ASSEMBLY OF ASSOCIATIONS open
to all as observers

CHAIR: Michael J.Cooke, IASL Vice President

18 30   DINNER

20 00   CONCERT in the Marienkirche in Bad Segeberg.
Detailed programme will be available at registra-
tion desk.

Friday, August 12th

Excursion day to KIEL and LÜBECK on the Baltic
Sea
09 00   Departure for Kiel to visit School Libraries,
Public Library, Media Centre

12 30   LUNCH in Kiel

14 00   IPTS Institute for Practice and Theory of Schools:

Federal School System. Training of teachers.
Curriculum and the role of school libraries.

15 30   VISIT TO TOWN: guided tours

17 00   DEPARTURE for LÜBECK: sight seeing, guided tours

19 00   DINNER in an old restaurant in Lübeck

Return to Bad Segeberg by bus.

THIS DAY IS SPONSORED BY THE FEDERAL STATE
OF SCHLESWIG-HOLSTEIN AND THE CITY OF LÜBECK.

Saturday, August 13th

SCHOOL LIBRARY - CENTRE OF COMMUNICATION

09 00   "TV AND RADIO SERVICES FOR SCHOOLS"
         Norddeutscher Rundfunk, Hamburg,
         Werner Beitze, Schulfernsehen,
         Armin Schwing, Schulfunk.

         CHAIR: Gaby Mueller-Oelrichs, School
         Librarian, Consultant in School Library
         Affairs, Brazil.

10 30   COFFEE BREAK

11 00   Group Sessions (parallel)

         Meeting places for each group will be
         announced and signs will direct you.
         1. "THE ROLE OF THE CURRICULUM LABORATORY
             IN THE DEVELOPMENT OF SCHOOL LIBRARIES".
             Philomena Hauck, Director, Education
             Material Centre, University of Calgary,
             Canada.
             "SELECTING THE BEST MATERIALS FOR ALL
             STUDENTS".
             Edward W. Barth, Supervisor of Library
             Media Services for the Prince George`s
             County Public Schools, Maryland, USA.

         CHAIR: Prof. John Wright, Canada

         2. "PUPILS COMMUNICATE BY MEDIA, EXAMPLES
             OF MEDIA CORRESPONDENCE".
             Johannes G.Wiese, Technical University
             in Braunschweig.
             "HOW CAN REAL COMMUNICATION BE ACHIEVED
             IN SCHOOL LIBRARIES"?
             Anette Stannett, Research Officer,
             Institute of Educational Development,
             University of Surrey, Great Britain.

         CHAIR: Miriam Curtis, Executive Secretary
         School Library Association, Great Britain.

         3. "THE PRESENT SITUATION OF SCHOOL LIBRARY
             MEDIA CENTRES IN SOUTH AFRICA".
             Prof.P.G.J. Overduin, Head of Dept. of
             Library Science, University of the O.F.S.
             Republic of South Africa.
             "MEDIA LITERACY A PREREQUISITE FOR COMMUNI-
             CATION IN THE MEDIA CENTRE".
             J.E. Schutte, Onderwyskollege Pretoria,
             Rep.of South Africa.

         CHAIR: Ann Parry, Senior Education Officer,
         NSW Department of Education, Australia.

12 30	LUNCH BREAK
14 00	Plenary Session: "THE AECT (Association for Educational Communications and Technology) NATIONAL STUDENT MEDIA FESTIVAL". William D. Schmidt, Prof. of Instructional Media, Central Washington University, Ellensburg/Washington, USA. CHAIR: Johannes G. Wiese, Braunschweig
15 30	COFFEE / TEA BREAK
16 00	ASSEMBLY OF ASSOCIATIONS: Working Sessions. CHAIR: Michael J.Cooke, IASL Vice President
18 00	DINNER
19 30	EVANGELISCHE AKADEMIE: RECEPTION Welcome and Courtesy of the City of Bad Segeberg
20 00	GÜNTER GRASS will read poetry and open an exhibition of his graphic art CHAIR: Pastor Juhl, Evangelische Akademie

Sunday, August 14th

SCHOOL LIBRARY: CULTURAL AND COMMUNICATION
CENTRE FOR CHILDREN AND YOUNG PEOPLE.

09 00	Plenary Session: "CHILDREN AND YOUNG PEOPLE - THEIR INTERESTS AND CULTURAL SCENE IN THE FEDERAL REPUBLIC OF GERMANY". Prof.Birgit Dankert, Library School in Hamburg. CHAIR: Dr. Jean Lowrie, School of Librarianship, University of Western Michigan, USA (Executive Secretary IASL)
10 30	COFFEE BREAK
11 00	Group Sessions(parallel) 1."RESEARCH INTO CHILDREN'S READING INTERESTS". Between the idea ..... and the reality..." Anne Taylor, Lecturer in Education, The Queen's University of Belfast, Northern Ireland.

"THE STORY OF OUR STORY WORLD CARNIVAL"
Audio-visual presentation
Beryl S. Colwell, Teacher and Librarian,
Cleveland Schools, Great Britain.

CHAIR: Elizabeth J.King, Chairman School
Library Association, Great Britain.

2."METHODS OF PROMOTING BOOKS AND READING
    IN AUSTRALIAN SECONDARY SCHOOL LIBRARIES".
    Deane Hardwick, Lecturer, Library Dept.
    Melbourne College of Advanced Education,
    Australia.
    "STIMULATING READING THROUGH SCHOOL PROGRAMMES"
    Prof.Dr. Malte Dahrendorf, University
    of Hamburg.

CHAIR:Valerie Packer, Media Consultant,
Australia (IASL Board of Directors)

12 30   LUNCH BREAK

14 00   Plenary Session

          "THE POTENTIAL ROLE OF THE SCHOOL LIBRARY
           AS A CENTRE FOR COMMUNICATION AND CULTURE".

          A panel presentation:

          Presiding : Sigrún Klara Hannesdóttir,
                      University of Iceland

          JAMAICA   Katie Mungo, Lecturer,University
                      of the West Indies.

          JAPAN   Mieko Nagakura, Senior Research
                      Officer, Library of Education
                      Institute for Educational Research,
                      Tokio (IASL Board of Directors)

          SIERRA LEONE Joe Ben Nuni, School Librarian,
                      Sierra Leone Library Board

          CHAIR: Prof.Birgit Dankert, Library School,
          Hamburg

15 30   COFFEE/TEA BREAK

16 00   IASL, ANNUAL GENERAL MEETING

19 30   CONFERENCE DINNER

          SOCIAL EVENING

Monday, August 15th

09 00   DEPARTURE
for Hamburg to visit Library School

"PROFESSIONAL TRAINING OF LIBRARIANS"

Prof.Birgit Dankert, Library School,
Hamburg

12 00   LUNCH in HAMBURG

CONFERENCE ENDS.

Transportation to Hamburg Main Station and
Hamburg Airport.

14 00   STUDY TOUR DEPARTS

(Separate documents)

EXHIBITS, DISPLAYS

In the AKADEMIE you will find "Graphic art "
by Günter Grass,

(see programme, Saturday, August 13th)

In the STADTBÜCHEREI (Public Library) picture
book illustrations are shown. The originals
are a loan from Irma Wick, Public Librarian in
Duisburg. The exhibition is of high rarity
value, because picture book illustrations are
largely disregarded as a matter of art collect-
ion till now.

In the HOTEL we present an exhibition in
connection with the 50th anniversary of the
Fascist Book Burning.

".... and we´ll meet again in Germany"

(J.R. Becher)

Literature-in-exile 1933-1945.

You can see photos and charts documenting the
situation of authors, persecuted by the National
Socialistic Regime. The material has been compiled
by Klaus Naber, Book Seller from Hamburg.

In addition, there is a general account of the
depiction of war and Nazism in West-German
children´s and juvenile literature of today.
Catalogues are available.

MATERIALS:

Following organizations engaged in educational
and medial problems present material on their
subject:

Arbeitskreis für Jugendliteratur, München

Arbeitsgemeinschaft Jugendliteratur und Medien
in der GEW, Ueberlingen

Arbeitsgemeinschaft von Jugendbuchverlegern,
München

Bundesarbeitsgemeinschaft für Jugendfilmarbeit
und Medienerziehung, Aachen

Deutsche Gesellschaft für Kommunikationsforschung,
München

Deutsche Lesegesellschaft,
Mainz

Deutsches Bibliotheksinstitut, Berlin

Eurodiac, Basel (Schweiz)

Gesellschaft für Information und Dokumentation,
Frankfurt

Institut für Film und Bild in Wissenschaft und
Unterricht, Grünwald

Institut Jugend Film Fernsehen,
München

Institut für Jugendbuchforschung, Frankfurt

Internationale Jugendbibliothek,
München

Medienpädagogik-Zentrum,
Hamburg.

Furthermore there will be displays of materials
in support of special programme sessions.

APPRECIATION

PROGRAMME COMMITTEE:

Chairperson: Anke Matthies,
                    Librarian, Norderstedt

Members:

Renate Breithaupt   School Libraries, Frankfurt a,M.
Ingrid Buck   School Library, Norderstedt

Birgit Dankert   Library School,
                    Hamburg

Dietrich Fischer   Teacher,
                    Lübeck

Niels Hoebbel   Deutsches Bibliotheksinstitut,
                    Berlin

Astrid Lauster   School Library,
                    Bielefeld

Susanne Müller-   Public Library,
        Martin   Norderstedt

Andreas Papendieck Library School,
                    Stuttgart

Ricarda Schnoor   Büchereizentrale,
                    Flensburg

Wolfgang Wesely   Library School,
                    Köln

Advice and consultation also received from many
colleagues and institutions.

SPONSORS

Stadt Norderstedt
Stadt Bad Segeberg
Kreis Segeberg
Land Schleswig-Holstein

Deutsches Bibliotheksinstitut, DBI,
Berlin
Beratungsstelle für Schulbibliotheken
beim DBI
Bibliothekarische Auslandsstelle der
Deutschen Bibliotheksverbände,
Berlin
Landesbüchereistelle Schleswig-Holstein,
Flensburg

Institut für Praxis und Theorie der Schule , IPTS,
Kiel
Landesbildstelle Schleswig-Holstein
Norddeutscher Rundfunk, Schulfunk und Schulfern-
sehen, Hamburg
Arbeitsgemeinschaft Jugendliteratur und Medien in
der GEW
Arbeitskreis für Jugendliteratur in München

Fachhochschule Hamburg,
Fachbereich, Bibliothekswesen
Oetinger Verlag
Rowolt Verlag
Einkaufszentrale für Öffentliche
Bibliotheken
HB Verlagsgesellschaft, Hamburg

Distribution of Representatives at IASL 1983

Africa

Nigeria	1	
Sierra Leone	1	5
South Africa	3	

Australia	4
Belgium	1
Brazil	1
Canada	9
Denmark	7
Finland	2
France	2
Great Britain	11
Iceland	4
Israel	2
Italy	1
Jamaica	2
Japan	1
Netherlands	2
Norway	1
Switzerland	1
Sweden	3
USA	51
W-Germany	42
TOTAL	152

List of Participants

(ST) Study Tour

Adolph, Susanne	Stadtbibliothek, Holstenbrücke 1, 2300 Kiel.W.-Germany
Beitze,Werner	NDR Schulfernsehen, Rothenbaumchaussee 132-134, 2000 Hamburg 13, W-Germany (Speaker)
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Barth, Ruth Jane	13802 Loree Lane, Rockville, Maryland,20853, USA (ST)
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                                  Committee)

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                                 Speaker)

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                                 Speaker

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Sypien, Stan   Accompanying Mrs. Sypien

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